DOCUMENT RESUME

ED 320 629 JC 900 353

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TITLE A Research Study for Developing a Strategic Plan for Recruiting Academically Superior Students.
INSTITUTION Wisconsin Univ. Centers, Madison. Office of the Chancellor.; Wisconsin Univ. Center, West Bend. Washington County.
PUB DATE Sep 88
NOTE 160p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Academically Gifted; *College Bound Students; *College Choice; College Transfer Students; Counselor Attitudes; *Enrollment Influences; High Schools; High School Students; Parent Attitudes; Questionnaires; *Student Recruitment; Teacher Attitudes; Two Year Colleges; Two Year College Students

ABSTRACT

The study reported in this document was conducted to facilitate strategic recruiting and marketing plans aimed at enhancing enrollments of academically superior students at the University of Wisconsin-Washington County (UWWC). Data on college choice criteria, perceptions, evaluations, information sources, "influentials," and choice outcomes pertinent to the college selection process were gathered in separate surveys of the following target groups: high school honor students and their parents, high school teachers and counselors, and current and former UWWC students who were academically superior. Study findings included the following: (1) 80% of the honor students made their college choices during their senior year; (2) honors students had high academic aspirations, with 61% expecting to attend graduate school; (3) approximately 17% of the honors students gave UWWC as their first choice for college; (4) with minor exceptions there was a high degree of agreement among honor students, their parents, and high school teachers and counselors regarding college selection criteria, the importance of parents in the choice of a college, and their perceptions of UWWC; (5) approximately 72% of the academically superior UWWC students had transferred or intended to transfer to a four-year college; (6) business was the most popular major among current and former UWWC students; (7) the four top college selection criteria among current and former UWWC students were low tuition and living costs, closeness to home, academic quality, and access to needed courses without delay. Appendixes provide the questionnaires and statistical tabulations. (JMC)

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A Research Study for Developing a Strategic Plan for Recruiting Academically Superior Students

Submitted to
Office of the Chancellor
University of Wisconsin Centers

September 1988

JC 900 353

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A RESEARCH STUDY

FOR DEVELOPING A STRATEGIC PLAN

FOR RECRUITING ACADEMICALLY SUPERIOR STUDENTS

TABLE OF CONTENTS

SECTION I	HIGHLIGHTS OF FINDINGS
SECTION II	INTRODUCTION
SECTION III	RESEARCH OBJECTIVES
SECTION IV	METHODOLOGY
SECTION V	HIERARCHY OF CRITERIA IN COLLEGE CHOICE
SECTION VI	SOURCES OF INFORMATION ON PROSPECTIVE COLLEGES AND UWWC AND "INFLUENTIALS" IN COLLEGE CHOICE
SECTION VII	FAMILIARITY AND PERCEPTIONS ABOUT UWWC AMONG ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS, THEIR PARENTS, TEACHERS AND COUNSELORS
SECTION VIII	A PROFILE OF HIGH SCHOOL HONOR STUDENTS WHO ACTIVELY CONSIDERED UWWC IN CHOOSING A COLLEGE
SECTION IX	A PROFILE OF ACADEMICALLY SUPERIOR STUDENTS AND ALUMNI OF UWWC
SECTION X	A PROFILE OF ACADEMICALLY SUPERIOR "NON-TRADITIONAL" STUDENTS AND ALUMNI OF UWWC
SECTION XI	REFERENCES
SECTION XII	APPENDICES: QUESTIONNAIRES AND STATISTICAL TABULATIONS

LIST OF APPENDICES

APPENDIX A: (i) ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS' QUESTIONNAIRE

(ii) PARENTS OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS' QUESTIONNAIRE

(iii) HIGH SCHOOL TEACHERS AND COUNSELORS QUESTIONNAIRE

(iv) ACADEMICALLY SUPERIOR UWWC STUDENTS' QUESTIONNAIRE

(v) ACADEMICALLY SUPERIOR UWWC ALUMNI QUESTIONNAIRE

APPENDIX B: STATISTICAL TABLES FOR THE SURVEY OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

APPENDIX C: STATISTICAL TABLES FOR THE SURVEY OF PARENTS OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

APPENDIX D: STATISTICAL TABLES FOR THE SURVEY OF HIGH SCHOOL TEACHERS AND COUNSELORS

APPENDIX E: STATISTICAL TABLES FOR THE SURVEY OF ACADEMICALLY SUPERIOR UWWC STUDENTS

APPENDIX F: STATISTICAL TABLES FOR THE SURVEY OF ACADEMICALLY SUPERIOR UWWC ALUMNI

APPENDIX G: CONDITIONAL PROBABILITY OF HIGH SCHOOL HONOR STUDENTS ACTIVELY CONSIDERING UWWC GIVEN SPECIFIC BACKGROUNDS

APPENDIX H: UWWC FEEDER SCHOOLS

SECTION I

HIGHLIGHTS OF FINDINGS

The present research study was conducted under a grant from the Office of the Chancellor of the University of Wisconsin Centers, to facilitate strategic recruiting and marketing plans at the University of Wisconsin-Washington County (UWWC) aimed at enhancing enrollments of academically superior students. Data on choice criteria, perceptions, evaluations, information sources, influentials and choice outcomes pertinent to the college selection process of academically superior students were collected in separate surveys from the following key "target publics" of UWWC:

* High school honor students
* Parents of high school honor students
* High school teachers and counselors
* Current UWWC students who are academically superior
* Academically superior alumni of UWWC.

Pertinent information was also tracked separately for academically superior non-traditional students of UWWC.

HIGHLIGHTS OF FINDINGS - HIGH SCHOOL HONOR STUDENTS ("PROSPECTIVE PUBLICS")

1. Decision Year. Most (80%) high school honor students make their college choices in their senior year. However, a significant number of them (20%) indicated that the choice was made in their junior year or earlier.

The likelihood of UWWC being actively considered by honor students (as one of their top three acceptable college alternatives) was found to be significantly higher (45%) among the "early deciders" than among the "late deciders" (24%).

2. Educational Aspirations of high school honor students are high, as can be expected. Nearly all respondents (94%) expected to complete a bachelor's degree, and 61% expected to continue beyond a bachelor's degree. This was also true of honor students who considered UWWC as one of their top three college alternatives (95% expected to complete a bachelor's degree and 52% beyond).

3. Parents' Education. Honor students whose parents are high school graduates or technical school graduates were found to be the most responsive to UWWC (in terms of the likelihood of considering UWWC as one of their top three acceptable college alternatives).

4. Influentials. Parents, especially fathers, were reported to be the most influential on the college choice of high school honor students. In the case of honor students who were responsive to UWWC, counselors were cited as the most influential on college choice almost as frequently (19%) as each of the parents (23% each). On the other hand, fathers appeared to be the dominant influence on the college choice of honor students who did not actively consider UWWC.

5. College Selection Criteria. The top five college selection criteria used by high school honor students were:

* Academic Quality
* Availability of a Particular Major
* Access to Needed Courses Without Delay
* Teachers Personally Interested in Students
* Availability of Academic Advising and Career Counseling.

Although emphasis on academic quality remained at the top, a slightly different hierarchial order of selection criteria was apparent for honor students who actively considered UWWC:

* Academic Quality
* Access to Needed Courses Without Delay
* Teachers Personally Interested in Students
* Low Tuition and Living Costs
* Availability of a Major.

It is also important to note that significantly higher importance ratings were assigned to "low tuition and living costs", "availability of part-time work", "proximity to home", and "friends attending" criteria, by honor students who actively considered UWWC as compared to other respondents.

6. First Choice College. Approximately 17% of the high school honor students indicated UWWC as their first choice for college. The wide choices open to academically superior high school graduates are reflected in the fact that 21% of the respondents in the survey mentioned an out-of-state

college/university as their first choice. 12% mentioned UW-Madison, 10% UW-Whitewater, and 5% UW-Milwaukee.

7. Primary Sources of Information. College literature was singled out by high school honor students as the primary source of almost all information needed in their college selection process. Counselors were reported as frequently as college literature as the primary source of information regarding academic quality of various college choices.

Informal ("word-of-mouth") communication from friends (at UWWC and at high school) and siblings was heavily relied upon by honor students for information regarding UWWC.

8. Perceptions About UWWC. High school honor students rated UWWC most favorably on the following factors:

* Low Tuition and Living Costs
* Small Class Sizes
* Accessibility of Faculty Outside of Class
* Availability of Part-time Work
* Teachers Personally Interested in Students.

Lower ratings were assigned to UWWC regarding:

* Special Academic Programs for Top Students
* Availability of Particular Majors
* Availability of Social Activities.

9. High School Affiliation. Significant differences were found between the various high schools in the service area of UWWC, in terms of their honor students' familiarity with UWWC and the likelihood of actively considering

attending UWWC. A classification of area high schools into a 2 x 2 "Familiarity x Favorableness" matrix, based on whether they rate 'high' or 'low' on these two factors will be a valuable planning tool for targeting UWWC efforts in recruiting academically superior high school students.

HIGHLIGHTS OF FINDINGS - HIGH SCHOOL TEACHERS AND COUNSELORS AND PARENTS OF HONOR STUDENTS ("AGENT PUBLICS")

With minor exceptions, there was a high degree of agreement in the response patterns of high school honor students, their parents, and high school teachers and counselors regarding many facets of the college selection process of academically superior students.

1. College Selection Criteria. There was near-unanimous agreement between the three groups on the top ten criteria considered important in selecting a college. The only exception was that the "special programs for top academic students" factor took the place of "low tuition and living costs" in the top ten criteria for the teachers and counselors group.

2. Influentials. Parents were rated as the most influential on the college choice decision of high school honor students in surveys of both parents and teachers and counselors. Just as in the survey of students, father was felt to be the more influential parent.

3. Primary Information Sources About Colleges. Perceptions of parents about students' primary sources of information were nearly identical to the responses of the honor students themselves. Responses of the teachers/counselors group showed much more variation depending upon the specific type of information sought. This group (unlike honor students) mentioned counselors as the primary source of information regarding academic quality of colleges, availability of financial aid, and availability of academic advising. College representatives were seen by this group as the main source of information on access to courses and availability of part-time work.

4. Familiarity with UWWC. A majority of the parents' group (57%), and teachers' and counselors' group (70%) indicated that they visited UWWC. However, a majority of these visits were made for purposes of attending community events such as plays, concerts and seminars, and did not automatically translate into greater knowledge about UWWC as an academic institution. Only 38% of parents and 41% of teachers/counselors claimed that they were "very familiar" or "familiar" with UWWC. Significant differences were found between high schools in regard to teachers' and counselors' familiarity with UWWC, and frequency of visits to UWWC.

5. Perceptions About UWWC of parents, and teachers and counselors were generally similar to those of the high school honor students. They gave UWWC highly favorable ratings in regard to: "low tuition and living costs", "small class sizes" and "teachers personally interested in students". UWWC fared well on the "academic quality" factor also. Nearly 63% of parents and 75% of teachers and counselors rated UWWC as "excellent" or "good" on

academic quality. Overall, the "agent publics" evaluations of UWWC were uniformly better or equal to those of the "prospective publics". However, significant differences were found between high schools in the service area in terms of teachers' and counselors' willingness to encourage honor students to attend UWWC.

High school teachers and counselors and parents of honor students stated the following reasons for encouraging academically superior students to consider UWWC:

* Lower tuition and living costs
* Close to home
* Personalized atmosphere

  "It is a good place to start. There is less competition in a small school. A student can gain some confidence here in achieving full potential."

  "Small class size helps teachers become aware of outstanding students and know them personally. The staff is higher quality and can direct students appropriately."

  "Chance to interact with faculty -- no TAs."

  "Individual attention. Students transferring from UWWC to other state schools are successful."

  "Faculty-student ratio conducive to good learning."
* Excellent Staff
* Good academic reputation

HIGHLIGHTS OF FINDINGS -

CURRENT STUDENTS AND ALUMNI OF UWWC ("Consuming Publics")

Current students and alumni of UWWC who were in the top 20% of their high school class or on the Dean's list were the target respondents in two separate surveys aimed at identifying their profile, perceptions about UWWC and ways of attracting academically superior students to UWWC.

1. High School Affiliation. Over 70% of academically superior alumni and students of UWWC graduated from eight "feeder" schools in the UWWC service area. More than half of the academically superior students and alumni were from Kewaskum, Slinger, West Bend East and West Bend West high schools.

2. Four Year Colleges Chosen. Approximately 72% of academically superior UWWC students and alumni transferred or expressed intentions to transfer to: UW-Milwaukee (29%), UW-Madison (17%), UW-Whitewater (14%) and UW-Oshkosh (12%).

3. College Majors Chosen. "Business" was the most popular major among academically superior UWWC current students (30%) and alumni (32%). This is consistent in the findings of several studies which indicated that at the national level, about 25% of college freshmen intend to major in business. "Education" was reported, in the present study, as the chosen major more frequently (21%) than Letters and Sciences (13%) among academically superior UWWC current students, whereas the reverse pattern was true for the alumni (Education 12%, Letters and Sciences 23%).

4. Sources of Information About UWWC. "Visit to UWWC" was most frequently mentioned as the primary source of information for both academically superior current students (19%) and alumni (26%). There was also

considerable reliance on "word-of-mouth" from friends at UWWC and siblings for information about UWWC among both UWWC current students (27%), and alumni (26%).

5. Hierarchy of College Selection Criteria. The top four college selection criteria considered important by academically superior UWWC current students and alumni were:

   * Low Tuition and Living Costs
   * Close to Home
   * Academic Quality
   * Access to Needed Courses Without Delay.

   Thus in the case of academically superior UWWC students and alumni while academic quality was considered very important (ranked #3), as a criterion in the college selection process, the relative emphasis placed on it was moderated by compelling considerations of low tuition and proximity to home (ranked #1 and #2 respectively).

6. Evaluations of UWWC. Almost all (99%) of the current students and alumni who responded indicated they were "very satisfied" or "satisfied" with the education received at UWWC and (96%) said that they would "recommend UWWC to others". UWWC was rated most favorably on the following factors:

   * Academic Quality
   * Small Class Sizes
   * Availability of Faculty Outside of Class
   * Tuition and Living Costs
   * Teachers Personally Interested in Students
   * Availability of Part-time Work.

Both academically talented UWWC students and alumni suggested that in order to attract top quality high school students to UWWC, these "strengths" should be publicized among "prospective publics". Other suggestions included offering and promoting merit based scholarships, increasing choice of courses and frequency of course offerings.

HIGHLIGHTS OF FINDINGS - "NON-TRADITIONALS" AT UWWC

"Non-traditional" students constitute an important and growing segment of the UWWC student body. In order to identify their educational needs and perceptions about UWWC, responses from academically superior non-traditional students and alumni were analyzed separately.

College Majors Chosen By Academically Superior Non-traditionals

"Business" (30%) and "Education" (22%) were the two most popular majors chosen by this sub group. "Letters and Sciences" majors were more popular among traditional students and alumni (21%) than among non-traditionals.

Length of Stay at UWWC

About 73% of academically superior non-traditional alumni spent at least four semesters at UWWC compared to 66% of their traditional counterparts. The non-traditionals appeared to take lower credit loads in any given semester. This may be attributable to the fact that nearly one third of them worked full time and 45% worked part-time.

Sources of Information About UWWC

Academically superior non-traditional students and alumni reported "Visit to UWWC" (30%) "UWWC Literature" (23%) and "Friends at UWWC" (17%) as their major sources of information more frequently than the traditional group. Non-traditional students' reliance on each of these information sources was uniformly higher than their traditional counterparts. Predictably, college representatives, parents, high school friends, teachers and counselors were identified very infrequently as primary sources of information by the non-traditional group.

Hierarchy of College Selection Criteria

Academically superior non-traditionals rated a convenience factor ("proximity to home") as the most important college selection criteria. Approximately 95% rated this factor as "very important" or "important". This was followed by "availability of faculty outside class" (92%). The remaining three among the top five criteria for the non-traditional group were:

* Access to courses without delay (85%)
* Academic quality (84%)
* Low tuition and living costs (82%).

Although the same five factors also were rated as the top college choice criteria by traditional UWWC students, their hierarchical order was somewhat different. Most noticeable was that the traditional students ranked "low tuition and living costs" first, whereas the non-traditionals ranked this factor fifth in importance. For traditional UWWC students, the five most important in college choice criteria were:

* Low Tuition and Living Costs (94%)

* Close to Home (86%)
* Academic Quality (86%)
* Availability of Faculty Outside of Class (78%)
* Access to Courses Without Delay (77%).

Evaluations of UWWC

Both academically superior non-traditional and traditional students and alumni expressed high levels of satisfaction with the education they received at UWWC, and almost unanimously (96%) said that they would recommend UWWC to others. The non-traditional group rated UWWC most favorably on the following factors:

* Availability of Faculty Outside of Class
* Academic Quality
* Small Class Size
* Teachers Personally Interested in Students
* Tuition and Living Costs

SECTION II

INTRODUCTION

The 1980's have heralded a new and challenging environment for American colleges and universities. Triggered by a downward trend in the size of traditionally-aged college-bound high school graduates, the "sellers' market" which characterized the higher education environment of yesteryears has been transformed into a "buyers' market". According to the projections of the Carnegie Council on higher education, the declining enrollments trend is expected to continue until the end of the twentieth century (6).

As competition for students increased, colleges and universities have responded by adopting strategic marketing efforts. The more successful institutions have undertaken a "genuine marketing response" (10), a comprehensive approach which is not simply limited to "selling" and promotion. As Kotler and Fox (10) pointed out, these institutions "analyze their environment, markets and competition; assess their existing strengths and weaknesses; and develop a clear sense of mission, target markets, and market positioning." The effectiveness of a marketing program at any particular college or university will depend upon the extent to which it can satisfy the informational and educational needs and wants of its students within the context of its mission, program and resources (18).

The marketing challenge has become even more complex as colleges and universities have intensified efforts to attract the top high school students in an attempt to enhance both enrollments and quality levels. Recruitment of academically talented high school students is assuming prominence at many of the nation's colleges and universities, and at some institutions, has received the same sense of commitment shown in the recruitment of outstanding athletes. Most academic institutions believe that attracting "academically talented students"

(ATS) will help recruit highly talented faculty, which may lead to improved image, which in turn, may lead to more and better students. Higher student retention rates are also expected as a byproduct. Efforts to recruit academically talented students, however, should not be confined to the typical college-bound high school graduates, since this group has been shrinking in size. Attention should also be targeted at the growing segment of the "non-traditional" students who are considering further education after having spent some years at the work place or home.

The University of Wisconsin Center Campuses have an essential and unique role in the Wisconsin higher education system through their offering of the first two years of baccalaureate degree work with the major advantages of proximity to home, low tuition and living expenses, easy transfer of credits, and quality education. However, to enhance the positioning of the Center Campuses as strong partners in the overall UW System, it is critically important for the Center Campuses to focus their efforts not only on enrollments but also on attracting academically superior students so that they can spotlight the high quality of students they contribute to the four year campuses.

The challenge of increasing enrollments of academically superior students at UW Center Campus requires carefully formulated strategic recruiting and marketing plans. Formulation as well as implementation of such plans require a solid foundation of reliable data. Several nationally known experts on the marketing of educational institutions (10,12,and 16) suggested that administrators of colleges and universities regularly assess the needs, perceptions and evaluations of their institutions' various "publics" with which they must establish "mutually satisfying exchange relationships." Although extensive studies have been conducted on the college choice process of high school graduates (see bibliography), very limited research has been focused on the important segment of

academically talented students. No published research studies to date have focused on factors influencing the choice of two-year institutions by academically talented students (ATS).

The present research study was conducted under a grant from the Office of the Chancellor of the University of Wisconsin Centers, to facilitate strategic recruiting and marketing plans at the University of Wisconsin-Washington County (UWWC) aimed at enhancing enrollments of academically superior students at the Center. Data on choice criteria, perceptions, evaluations, information sources, influentials and choice outcomes pertinent to the college selection process of academically superior students were collected from the following key "target publics" in the UWWC service area:

* High school honor students in junior and senior years
* Parents of high school honor students
* High school counselors and teachers
* Current UWWC students who are academically superior
* Alumni who are academically superior
* Results for academically superior non-traditional students were tracked separately.

It is hoped that the research study, besides providing a comprehensive information base useful in developing a plan to enhance enrollments of academically superior students at UWWC, will also offer valuable assistance to other center campuses in conducting similar research studies and developing their own strategic plans for achieving the important objective of enhancing enrollments of academically superior students in the University of Wisconsin Centers.

SECTION III

RESEARCH OBJECTIVES

The present research study was designed to provide a comprehensive and reliable data base on awareness, perceptions, attitudes and choice patterns of three groups of targeted "publics" -- honor students in their junior and senior years of high school ("prospective publics"), their parents and high school counselors and teachers ("agent publics"), and currently enrolled students and alumni who graduated in the top 20% of their high school class or were on the Dean's list ("consuming publics").

The specific objectives of the research study were to:

1. Identify a hierarchy of criteria used in selection of an educational institution to attend after completing high school. Determine if the relative importance of criteria varies between the three groups of our targeted publics.
2. Identify the people who influence honor students ("influentials") in their choice of college.
3. Identify sources of information considered most important by academically superior students regarding various colleges and UWWC in particular.
4. Determine how UWWC and other universities (colleges) are perceived relative to the key criteria. Examine the differences, if any, in perception about UWWC between relevant publics.
5. Determine the extent of awareness regarding UWWC among the various "publics", and identify the various sources of information about UWWC among the various "agent" publics.

6. Identify the percentage and profile of honor students who considered UWWC as one of their acceptable choices for college education ("evoked set").
7. Identify perceived "strengths" and "weaknesses" of UWWC among academically superior UWWC students and alumni.
8. Gather suggestions from academically superior UWWC students and alumni to help UWWC attract superior students.
9. Identify the profiles of academically superior traditional and non-traditional UWWC students and alumni and prepare comparative analysis where necessary.
10. Measure the level of satisfaction experienced by teachers and counselors with their dealings with UWWC, and examine how they rate UWWC relative to ther public and private institutions.

SECTION IV

METHODOLOGY

Data collection for the research project was conducted in two phases.

Phase I

During the last week of May 1988, high school honor students, their parents, teachers and counselors from eight different "feeder" schools (listed in appendix H) were surveyed separately, using three different questionnaires. (All three questionnaires are included in Appendix A).

Administrators of five out of the eight "feeder" schools supplied UWWC with names and addresses of their honor students in junior and senior years. Approximately 550 questionnaires with postage paid return envelopes were mailed to these students. Survey questionnaires with postage paid return envelopes were also mailed under separate cover to parents of these students. Administrators of the three remaining "feeder" schools were requested to distribute student and parent questionnaires to their honor students. Approximately 305 questionnaires were distributed through high schools. After three weeks from the first mailing, follow up questionnaires, reminding students to return their completed questionnaires, were mailed to parents and students whose addresses were available. 195 student questionnaires and 162 parent questionnaires were completed and returned, (yielding response rates of 23% for students and 19% for parents).

Administrators of the eight "feeder" schools were also requested to distribute questionnaires to their teachers and counselors. Approximately 440 surveys were distributed. Of these, 134 were returned, (yielding a response rate of 30%).

PHASE II

In this phase, academically superior UWWC students and alumni were surveyed. The current student group surveyed consisted of freshmen and sophomores enrolled at UWWC during the 1987-88 academic year, who were either on their high school honor lists or on UWWC Dean's list. The UWWC alumni surveyed were high school students in the top 20% of their class or students on the Dean's list in the period 1983-84 to 1986-87 (past four years).

Approximately 165 student and 470 alumni questionnaires were mailed with postage paid return envelopes in June 1988. 90 Student questionnaires (response rate= 55%) and 159 alumni questionnaires (response rate= 34%) were completed and returned. Student and alumni questionnaires are included in Appendix A.

SECTION V

HIERARCHY OF CRITERIA IN COLLEGE CHOICE

In order to identify the hierarchy of criteria considered important by academically superior high school students in their choice of a college, students were asked to rate nineteen separate criteria on a four point scale ("Very Important", "Important", "Somewhat Important" or "Not Important").

Since parents and counselors/teachers play a key role in student's choice of college, a comparison of their rankings to those of college choice criteria of the students is of considerable interest. The "agent publics" - parents and high school teachers and counselors were also asked to rate the importance of each of the choice criteria in recommending or suggesting a college to honor students. With minor exceptions, there was a high degree of agreement in rankings of the various choice criteria between honor students, their parents and teachers and counselors.

The top five college selection criteria used by high school honor students were:

* Academic Quality
* Availability of a Particular Major
* Access to Needed Courses Without Delay
* Teachers Personally Interested in Students
* Availability of Academic Advising and Career Counseling.

The next five most important criteria rated by honor students were:

* Availability of Financial Aid
* Availability of Faculty Outside of Class
* Positive Attitude of Students and Alumni
* Low Tuition and Living Costs
* Small Class Size.

It is interesting to note that honor students (57%) rated "Availability of Social Activities on Campus" higher than parents (43%) and teachers and counselors (33%). On the other hand, "Special Programs for Top Academic Students" were rated as important by a smaller percentage of students (44%) when compared to 67% of parents and 69% of teachers and counselors.

Not surprisingly the parent group (47%) rated proximity to home higher in importance than the student group (37%) and teachers/counselors group (24%).

A complete list of selection criteria individually ranked in order of importance by honor students, their parents and teachers and counselors is presented in the accompanying table.

TABLE 1

HIERARCHY OF CRITERIA IN COLLEGE CHOICE BY ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS AND OTHER PUBLICS

High School Honor Students "Prospective Publics"	Parents of High School Honor Students "Agent Publics"	High School Teachers Counselors "Agent Publics"
1. Academic Quality (97%)*	1. Academic Quality (99%)*	1. Academic Quality (97%)*
2. Availability of a Particular Major or Academic Program (91%)	2. Availability of a Particular Major or Academic Program (95%)	2. Availability of a Particular Major or Academic Program (96%)
3. Access to Needed Courses Without Delay (91%)	3. Access to Needed Courses Without Delay (94%)	3. Teachers Personally Interested in Students (87%)
4. Teachers Personally Interested in Students (87%)	4. Teachers Personally Interested in Students (94%)	4. Access to Needed Courses Without Delay (86%)
5. Availability of Academic Advising and Career Counseling (76%)	5. Availability of Academic Advising and Career Counseling (90%)	5. Availability of Academic Advising and Career Counseling (81%)
6. Availability of Financial Aid (75%)	6. Positive Attitude of Students & Alumni (85%)	6. Availability of Financial Aid (81%)
7. Availability of Faculty Outside of Class (73%)	7. Availability of Faculty Outside of Class (83%)	7. Availability of Faculty Outside of Class (78%)
8. Positive Attitude Students & Alumni (73%)	8. Availability of Financial Aid (77%)	8. Positive Attitude of Students & Alumni (75%)
9. Low Tuition and Living Costs (69%)	9. Small Class Size (75%)	9. Small Class Size (74%)
10. Small Class Size (59%)	10. Low Tuition and Living Costs (74%)	10. Special Program for Top Academic Students (69%)

*Percentage of respondents rating "Very Important" and "Important"

Relative rankings of the selection criteria for each of the groups were unchanged when based on mean importance ratings.

Table 1 Continued

Honor Students	Parents	Teachers/Counselors
11.Availability of Social Activities on Campus (57%)*	11.Special Programs for Top Academic Students (67%)*	11.Low Tuition & Living Costs (64%)*
12.Availability of Part-Time Work (56%)	12.Availability of Part-Time Work (59%)	12.Small Size of Institution (38%)
13.Special Programs for Top Academic Students (44%)	13.Small Size of Institution (49%)	13.Availability of Part-Time Work (34%)
14.Small Size of Institution (43%)	14.Near Home (47%)	14.Availability of Social Activities on Campus (33%)
15.Availability of Social Activities Off Campus (42%)	15.Availability of Social Activities on Campus (43%)	15.Large Size of Institution (25%)
16.Near Home (37%)	16.Large Size of Institution (19%)	16.Near Home (24%)
17.Large Size of Institution (23%)	17.Availability of Social Activities Off Campus (15%)	17.Far from Home (16%)
18.Friends Attending (18%)	18.Far from Home (12%)	18.Availability of Social Activities Off Campus (11%)
19.Far from Home (13%)	19.Friends Attending (11%)	19.Friends Attending (5%)

* Percentage of respondents rating 'Very Important'and 'Important'

Relative rankings of the selection criteria for each of the groups were unchanged when based on mean importance ratings.

SECTION VI

SOURCES OF INFORMATION ON PROSPECTIVE COLLEGES AND UWWC AND "INFLUENTIALS" IN COLLEGE CHOICE

SOURCES OF INFORMATION ON ALL PROSPECTIVE COLLEGES

Academically superior high school students singled out college literature as their primary source of information on almost all college selection criteria. The two main sources of information on the most important criteria -- academic quality, were college literature (38%) and counselors (32%). Their major source of information on positive attitudes of students and alumni was identifed as "college visit" (30%).

In all but three cases, the perceptions of parents about information sources used by students were identical to the responses of high school students themselves. The exceptions pertain to sources of information on teachers personally interested in students, accessibility of faculty and attitudes of students and alumni. In these three instances, parents perceived college visit, college representative and alumni to be key information sources, respectively.

Responses of the teacher/counselor group showed much more variation depending on the specific type of information sought. About 55% ranked counselors as the key information source for high school honor students on academic quality. Counselors were also perceived as the primary source of information on availability of financial aid (49%) and on availability of academic advising (31%). College representatives were cited as the main source of information to the students on access to courses (40%) and on availability of part time work (41%).

A comprehensive analysis of information sources on various college selection criteria as perceived by honor students, their parents and teachers and counselors are presented in the accompanying Tables 2, 3 and 4.

PRIMARY SOURCES OF INFORMATION ON UWWC TO ACADEMICALLY SUPERIOR STUDENTS

Friends at UWWC were the most frequent source of information (32%) among high school honor students about UWWC. Siblings, counselors, UWWC literature, visit to UWWC and high school friends were cited less frequently (but nearly equally) as the key sources of information about UWWC by this group.

Table 5 compares information sources on UWWC for high school honor students ("Prospective Publics") versus academically superior current students and alumni of UWWC ("Consuming Publics").

The findings strongly suggest the important role of informal communications ("word of mouth") among peer network and siblings as a basis for forming impressions about UWWC. Visits to the UWWC Campus were also clearly a dominant source of information, especially for UWWC honor students (both current and past). Only 10% of high school honor students identified "visit to UWWC" as a source of information about UWWC though over 70% were on campus for taking ACT tests or attending plays and musicals, etc.

"INFLUENTIALS" IN CHOICE OF A COLLEGE

Half of the high school honor students surveyed ranked their parents as the most "influential" in their choice of college. Father (31%) was perceived to be more important than mother (19%). Siblings (11%), teachers (9%) and counselors (8%) were ranked as "influentials" by a relatively fewer number of high school students.

Half of the counselor/teacher group rated father as having the most influence on college choice. Friends (13%), mother (11%) and counselors (11%) were identified as "influentials" by relatively fewer members of the counselors/teachers group.

Perceptions of parents about "influentials" in students' college choice were similar to the students' ratings. Father (26%) and mother (22%) were rated as the most influential. However, parents perceived college representative (11%) to be more influential than sibling (9%) or teacher (8%) and about equally influential as counselor (12%).

Table 6 contains a comparison of the ratings "influentials" by students, their parents and counselors/teachers.

TABLE 2

MOST IMPORTANT SOURCE OF INFORMATION ON VARIOUS COLLEGE ATTRIBUTES

AS RATED BY ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

HEIRARCHY OF COLLEGE ATTRIBUTES	FIRST		SECOND		THIRD	
Academic Quality *	College Lit.	38%	Counselor	32%	College Visit	12%
Availability of Particular Major	College Lit.	66%	Counselor	20%	College Rep.	17%
Access to Courses Without Delay	College Lit.	32%	College Rep.	21%	Counselor	15%
Teachers Personally Interested in Students	College Lit.	26%	College Visit	25%	Alumni	20%
Availability of Academic Advising & Counseling	College Lit.	36%	College Visit	26%	College Rep.	24%
Availability of Financial Aid	College Lit.	52%	Counselor	29%	College Rep.	18%
Availability of Faculty Outside of Class	College Lit.	33%	College Visit	25%	College Rep.	21%
Positive Attitudes of Students and Alumni	College Visit	30%	Alumni	26%	Friend	22%
Low Tuition and Living Costs Costs	College Lit.	63%	College Rep.	15%	Counselor	14%
Availability of Social Activities	College Lit.	35%	Friend	26%	College Visit	21%
Availability of Part-Time Work	College Lit.	32%	College Rep.	17%	College Visit	15%
Special Programs for Top Students	College Lit.	55%	College Rep.	18%	Counselor	13%

* In decreasing order of importance, as rated by high school honor students

TABLE 3

MOST IMPORTANT SOURCE OF INFORMATION ON VARIOUS COLLEGE ATTRIBUTES

AS PERCEIVED BY PARENTS OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

COLLEGE ATTRIBUTES	FIRST		SECOND		THIRD	
Academic Quality *	College Lit.	34%	Counselor	29%	Parent	19%
Availability of Particular Major	College Lit.	52%	Counselor	23%	College Rep.	16%
Access to Courses Without Delay	College Lit.	29%	College Rep.	24%	College Visit	19%
Teachers Personally Interested in Students	College Visit	27%	College Lit.	19%	Alumni	19%
Availability of Academic Advising & Counseling	College Lit.	34%	College Rep.	25%	Counselor	21%
Availability of Financial Aid	College Lit.	48%	Counselor	27%	College Rep.	21%
Availability of Faculty Outside of Class	College Rep.	27%	College Lit.	23%	College Visit	19%
Positive Attitudes of Students and Alumni	Alumni	26%	Friend	20%	College Lit.	17%
Low Tuition and Living Costs	College Lit.	59%	Parent	17%	College Rep.	13%
Availability of Social Activities	College Lit.	40%	Friend	30%	College Visit	19%
Availability of Part-Time Work	College Lit.	27%	College Rep.	20%	College Visit	20%
Special Programs for Top Students	College Lit.	47%	Counselor	26%	College Rep.	21%

* In decreasing order of importance, as rated by high school honor students

TABLE 4

MOST IMPORTANT SOURCE OF INFORMATION ON VARIOUS COLLEGE ATTRIBUTES

AS PERCEIVED BY HIGH SCHOOL TEACHERS AND COUNSELORS

COLLEGE ATTRIBUTES	FIRST		SECOND		THIRD	
Academic Quality *	Counselor	55%	Teacher	20%	College Lit.	12%
Availability of Particular Major	College Lit.	47%	Counselor	45%	College Rep.	18%
Access to Courses Without Delay	College Rep.	40%	Counselor	18%	Alumni	18%
Teachers Personally Interested in Students	Alumni	38%	Friend	25%	College Visit	23%
Availability of Academic Advising & Counseling	Counselor	31%	College Rep.	31%	College Lit.	16%
Availability of Financial Aid	Counselor	49%	College Rep.	40%	College Lit.	16%
Availability of Faculty Outside of Class	Alumni	31%	Friend	25%	College Rep.	25%
Positive Attitudes of Students and Alumni	Alumni	46%	College Visit	31%	Friend	17%
Low Tuition and Living Costs	College Lit.	46%	Counselor	35%	College Rep.	22%
Availability of Social Activities	Friend	57%	Alumni	19%	College Lit.	14%
Availability of Part-Time Work	College Rep.	41%	College Visit	23%	College Lit.	13%
Special Programs for Top Students	College Lit.	36%	College Rep.	36%	Counselor	35%

* In decreasing order of importance, as rated by high school honor students

TABLE 5

PRIMARY SOURCES OF INFORMATION ABOUT UWWC

	Academically Superior Student Groups		
Sources of Information	High School Students	UWWC Students	UWWC Alumni
Friends at UWWC	32%	15%	11%
Siblings	13%	12%	15%
Counselor	12%	12%	11%
UWWC Literature	10%	12%	12%
High School Friend	10%	7%	6%
Parents	6%	10%	11%
UWWC Representative	4%	1%	3%
Visit to UWWC	10%	19%	26%

TABLE 6

"SIGNIFICANT OTHERS" INFLUENCING ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS IN THEIR CHOICE OF COLLEGE

	Perceptions of High School Honor Students			Perceptions of Counselors/Teachers			Perceptions of Parents of High School Honor Students		
	The Most Influential	Among the Two Most Influential	Among the Three Most Influential	The Most Influential	Among the Two Most Influential	Among the Three Most Influential	The Most Influential	Two Most Among the Influential	Among the Three Most Influential
Father	31%	26%	21%	50%	32%	27%	26%	24%	21%
Mother	19%	27%	21%	11%	17%	12%	22%	26%	22%
Sibling	11%	8%	9%	3%	7%	8%	9%	7%	8%
Teacher	9%	8%	9%	6%	11%	15%	8%	8%	9%
Counselor	8%	10%	13%	11%	14%	18%	12%	13%	14%
Friend	5%	9%	14%	13%	14%	14%	6%	6%	10%
College Representative	5%	3%	5%	2%	2%	5%	11%	12%	12%
Other	13%	9%	8%	5%	3%	2%	6%	4%	4%
	100%	100%	100%	100%	100%	100%	100%	100%	100%
	(Based on 191 respondents)			(Based on 134 respondents)			(Based on 157 respondents)		

SECTION VII

FAMILIARITY AND PERCEPTIONS ABOUT UWWC AMONG ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS, THEIR PARENTS, TEACHERS AND COUNSELORS

FAMILIARITY WITH UWWC

Over 70% of the academically superior high school students surveyed claimed that they had visited UWWC. Only 27% however, said they were "very familiar" or "familiar" with UWWC. The majority who visited UWWC did so for taking ACT tests, to attend plays and/or sports events. (Details about their visit are included in Appendix B, Question 10). Apparently visits to the UWWC Campus on these occasions did not enhance their knowledge about UWWC as an academic institution. Familiarity with UWWC varied between honor students from different high schools. While more students from Kewaskum (47%) and West Bend West (45%) said they were familiar with UWWC; the least familiar were students from Port Washington (10%) and Cedarburg (7%).

Visits to UWWC did not translate to familiarity with the campus among the parent group either. Though 57% visited UWWC, only 38% said they were familiar. Parents visited UWWC to attend plays, musicals, etc. (Other reasons for their visit are listed in Appendix C, Question 5.) More than 60% of parents of students from West Bend high schools were familiar with UWWC. Least familiar, were parents of students from Port Washington (17%) and Cedarburg (11%).

A comparison of parents' and students' familiarity with UWWC, analyzed by high school is presented in Table 7.

Among the teacher/counselor group, 70% said they visited UWWC. (See Appendix D, Question 6 for reasons for visit). But, only 41% said they were "very familiar" or "familiar". Familiarity was highest among West Bend West (66%) and West Bend East (65%), and lowest among Cedarburg (24%) and Port Washington (22%) teachers and counselors. Though 73% of Hartford teachers and counselors visited UWWC, only 27% said they were familiar.

Teachers and counselors were asked if they would encourage students to attend UWWC. Once again, there were significant differences in opinion among teachers and counselors from different schools. Whereas 93% of teachers and counselors from West Bend East said they would encourage, only 67% from West Bend West answered in the affirmative. Least favorable were teachers and counselors from Cedarburg (42%).

A comparison of teachers' and counselors' familiarity and attitudes regarding UWWC is presented in Table 8.

PERCEPTIONS ABOUT UWWC

Academically superior high school students were asked to rate UWWC regarding various college selection criteria on a four point scale as "Excellent" (1), "Good" (2), "Fair" (3), or "Poor" (4).

UWWC was rated very positively on the following five factors:

* Low Tuition and Living Costs (Mean Rating 1.4)
* Small Class Sizes (Mean Rating 1.7)
* Accessibility of Faculty (Mean Rating 1.8)
* Availability of Part-time Work (Mean Rating 1.8) and
* Teachers Personally Interested in Students (Mean Rating 1.9).

Much lower ratings were assigned to UWWC on the following three factors:

* Special Academic Programs for Top Students (Mean Rating 2.5)
* Availability of Particular Majors (Mean Rating 2.8)
* Availability of Social Activities (Mean Rating 2.8).

Mean ratings for various college choice criteria assigned by "Prospective Publics" (high school honor students) and "Agent Publics" (parents, teachers, and counselors) are charted in Table 9.

From Table 9, it is evident that the ratings of UWWC by parents, teachers and counselors corresponded very closely to those of the students. In all cases, the "agent publics" evaluations of UWWC were better than or equal to those of the "prospective publics".

PERCEPTIONS ABOUT UWWC VIS-A-VIS
OTHER COLLEGES AMONG HIGH SCHOOL
HONOR STUDENTS AND THEIR PARENTS

High School honor students who did not choose UWWC as a college to attend rated UWWC and their chosen college on various college selection criteria. Mean ratings of both institutions are charted in Table 10.

UWWC was perceived to be substantially superior with respect to:

* Low Tuition and Living Costs
* Small Class Sizes
* Friends Attending.

Almost identical ratings were assigned to UWWC and other college selected regarding:

* Access to Courses Without Delay
* Teachers Personally Interested in Students
* Availability of Academic Advising
* Availability of Faculty Outside of Class
* Availability of Part-time Work.

UWWC was rated lower than the other college chosen with respect to:

* Academic Quality
* Availability of Majors
* Availability of Financial Aid
* Attitudes of Students and Alumni
* Availability of Social Activities and
* Special Programs for Top Academic Students.

Parents of high school honor students also rated UWWC and the other college chosen by their son/daughter on various college selection criteria. Their ratings of both institutions are charted in Table 11.

Evaluations of UWWC by the parents' group were generally more favorable than those given by the high school honor students, although the relative pattern of responses showed close correspondence. Parents also rated UWWC substantially superior than the "chosen college" regarding low tuition and living costs and small class sizes. In addition, they perceived UWWC to be better on teachers' personal interest in students, accessibility of faculty and availability of part-time work. On all the other factors, they perceived UWWC and other college chosen very similar to students.

TABLE 7

FAMILIARITY WITH UWWC: ACADEMICALLY SUPERIOR

HIGH SCHOOL STUDENTS AND THEIR PARENTS

High School	High School Honor Students	Parents of High School Honor Students
Cedarburg	7%*	11%*
Hartford	24%	36%
Kewaskum	47%	27%
Port Washington	10%	17%
Slinger	33%	42%
Germantown	15%	32%
West Bend East	32%	65%
West Bend West	45%	63%
Total Sample	27%	38%
	$\chi^2 = 58.6$	$\chi^2 = 39.4$
	d.f = 32	d.f = 21
	sig. at .00 level	sig. at .01 level

* Percentage rating "Very Familiar" or "Familiar"

TABLE 8

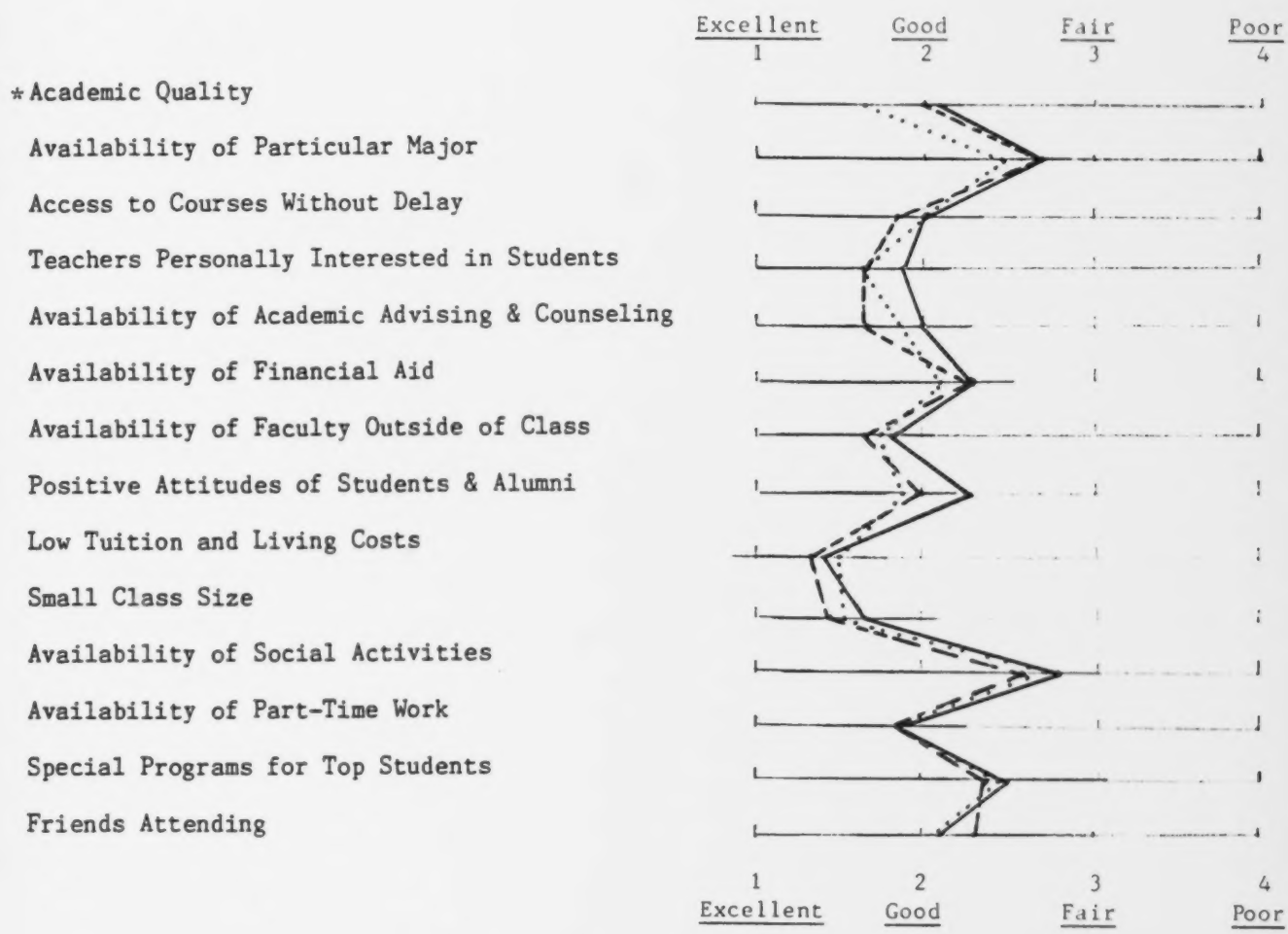
FAMILIARITY AND ATTITUDES OF HIGH SCHOOL TEACHERS AND COUNSELORS REGARDING UWWC

High School	Familiarity		Visited UWWC		Will Encourage Students To Attend	
	%	n	%	n	%	n
Cedarburg	24%*	25	60%*	25	42%*	19
Hartford	27%	15	73%	15	69%	13
Kewaskum	42%	21	81%	21	56%	18
Port Washington	22%	23	39%	23	55%	11
Germantown	46%	13	67%	12	89%	9
West Bend East	65%	14	93%	14	93%	14
West Bend West	66%	18	100%	18	67%	15
Total Sample	41%		70%		65%	
	$\chi^2 = 39.0$		$\chi^2 = 24.6$		$\chi^2 = 12.7$	
	d.f = 18		d.f = 6		d.f = 6	
	sig. at .00 level		sig. at .00 level		sig. at .05 level	

* Percentage rating "Very Familiar and "Familiar"

TABLE 9

EVALUATIONS OF UWWC BY PROSPECTIVE AND AGENT PUBLICS



_____ Ratings by Academically Superior High School Students

---------- Ratings by Parents of Academically Superior High school Students

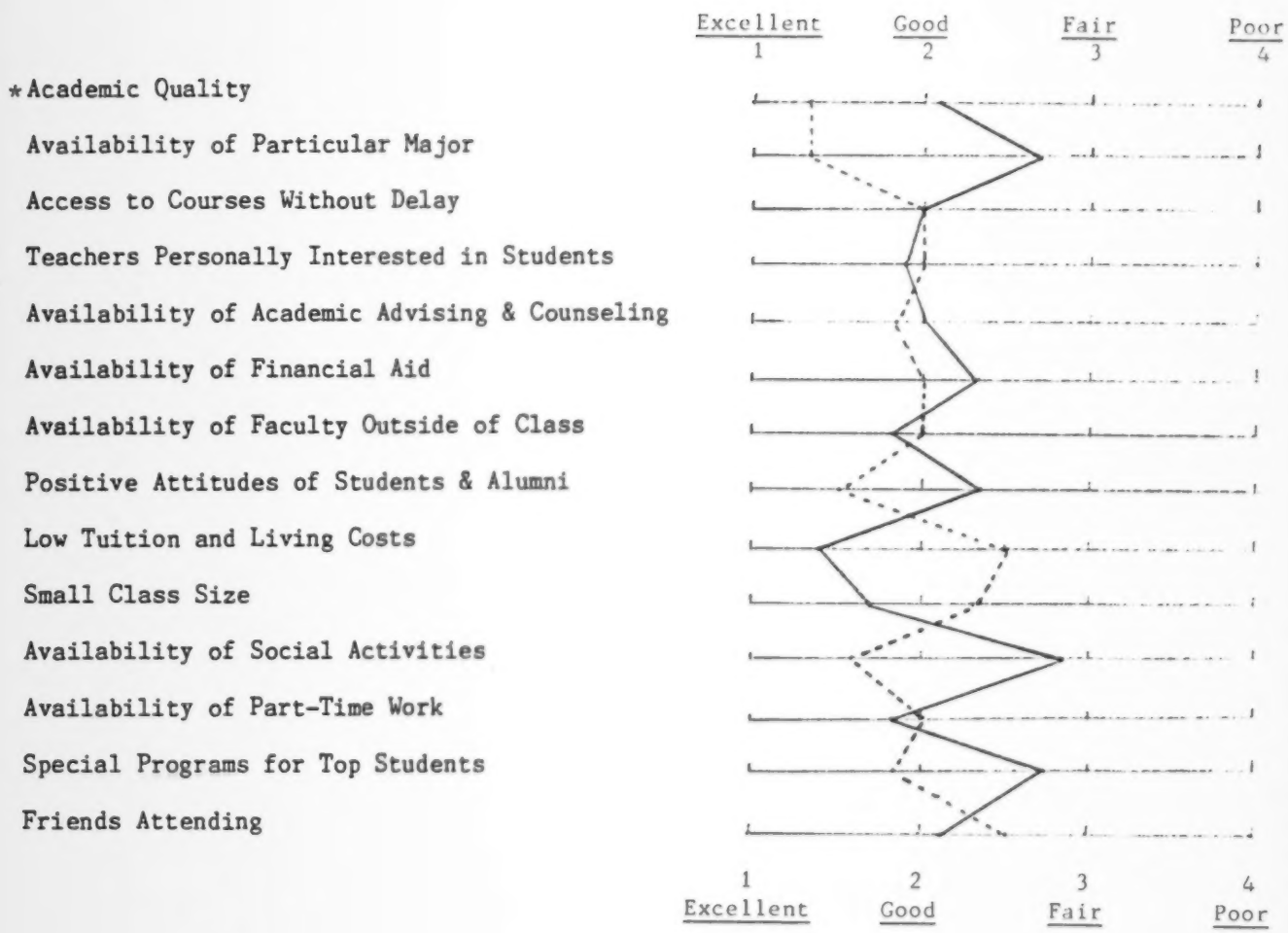
. . . . . Ratings by High School Teachers and Counselors

* In decreasing order of importance as rated by high school honor students

TABLE 10

PERCEPTIONS OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

ABOUT UWWC AND "LIKELY TO ATTEND COLLEGE"

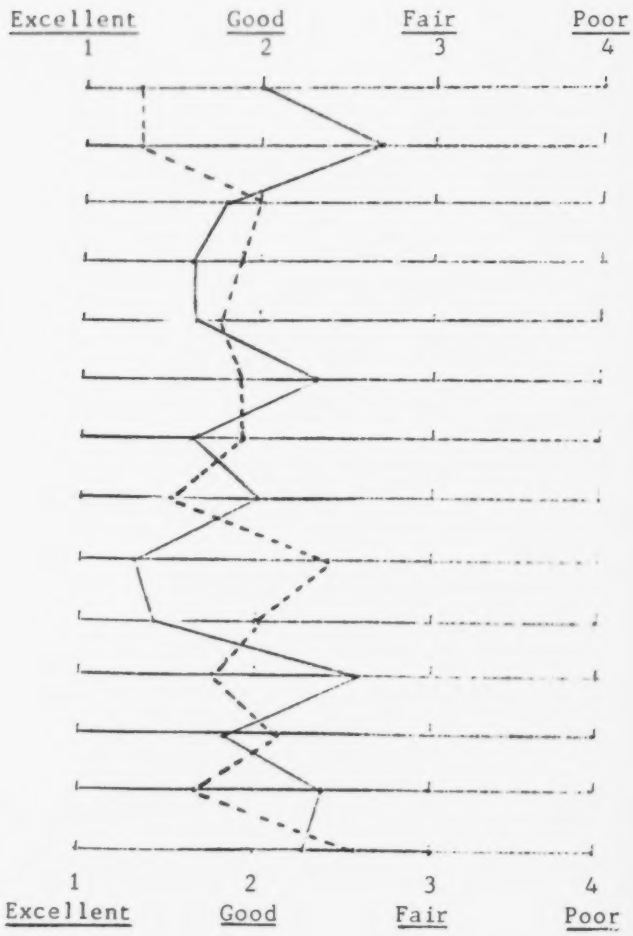


* In decreasing order of importance as rated by high school honor students

TABLE 11

PERCEPTIONS OF PARENTS OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

ABOUT UWWC AND "LIKELY TO ATTEND COLLEGE"



_____ UWWC

---------- Other

* In decreasing order of importance as rated by high school honor students

SECTION VIII

A PROFILE OF HIGH SCHOOL HONOR STUDENTS WHO ACTIVELY CONSIDERED UWWC IN CHOOSING A COLLEGE

In developing a comprehensive "marketing plan" to recruit academically superior students to UWWC, it is important to develop a profile of high school honor students who are favorably predisposed to choosing UWWC as their College. The concept of "evoked set" in consumer behavior research is particularly useful in such an analysis.

"Evoked Set" is defined as the set of alternatives which the consumer is willing to consider as acceptable in a particular product/service category (5, 19). However, it is generally recognized that the size of the evoked set is comparatively smaller when the choice situation involves services (such as education) rather than physical products (5, 19). For this reason, in analyzing data from the current research study, the "evoked set" is operationalized as the top three colleges high school honor students have considered or are considering attending (72% of the honor students in the current study mentioned only three or fewer colleges when asked to indicate the colleges they considered or are considering attending).

The present section describes the profile of high school honor students who included UWWC in their "evoked set" for college choice (i.e. the top three acceptable college alternatives). This group of honor students which may be characterized as the "active potentials" group is highlighted in the following analysis.

HIGH SCHOOL AFFILIATION OF HONOR STUDENTS WHO HAVE ACTIVELY CONSIDERED UWWC

Approximately 24% of the high school honor students who included UWWC in their "evoked set" for college choice were from Slinger. The second largest contributor to this group was West Bend West (19%). Port Washington High School was the least represented (2%) of this group. A more complete profile of the honor students who have actively considered UWWC for college choice by their graduating high school is shown in Table 12, Part A. This profile helps to identify the high schools which contribute heavily to the pool of honor students who actively considered UWWC for their college choice.

The probability of an honor student actively considering UWWC for college choice was found to vary significantly with the graduating high school (Appendix G, Part A) and was significantly above average for the following schools:

Kewaskum

Hartford

Slinger

West Bend West

A typical honor student from these high schools appeared to be much more favorably predisposed to consider UWWC for college choice than one from any of the other high schools included in the survey.

PREFERENCES FOR COLLEGE MAJOR AMONG HIGH SCHOOL HONOR STUDENTS WHO ACTIVELY CONSIDERED UWWC

No statistical differences were found in preferences for college majors between high school honor students who actively considered UWWC and those who did not (Table 12, Part B). Business (21%), Education (15%), and Letters and Sciences (15%) were among the preferred majors of high school honor students who actively considered UWWC. Approximately one fourth of this segment (active potentials) were undecided as to their preferred college major.

DECISION TIME FOR COLLEGE CHOICE

Nearly 50% of the high school honor students who actively considered UWWC made their college selection decision in their final year of high school. About 32% made the decision in the junior year or earlier. However, 19% (mostly juniors) of the honor students were undecided as to the college they will attend (Table 12, Part C).

It was also found that the probability of honor students considering UWWC as an acceptable choice is considerably higher (45%) among the "early deciders" (college decision in 11th grade or earlier) than among the senior deciders (24%). The early deciders, however, represent only 20% of the total honor students, and their college decisions could potentially change later.

EDUCATIONAL ASPIRATIONS OF HIGH SCHOOL HONOR STUDENTS ACTIVELY CONSIDERING UWWC

Educational aspirations of students who actively considered UWWC for college choice were very high, and similar to those who have not considered UWWC. 95% of those who actively considered UWWC expected to receive at least a Bachelor's degree. Over 50% expected to continue their education beyond a four year degree (See Table 12, Part D).

EDUCATION OF PARENTS OF HIGH SCHOOL HONOR STUDENTS WHO ACTIVELY CONSIDERED UWWC

There were significant differences in the educational levels of parents of high school honor students who had UWWC in their evoked set for college choice, and those who did not. In the case of honor students who actively considered UWWC, 16% of the parents were college graduates or holders of more advanced degrees, whereas, in the case of honor students who did not consider UWWC, the corresponding figure was 44% (Table 12, Part E).

Looking at it from another angle, the probability of academically superior high school students actively considering UWWC was found to vary inversely with the parents' level of education (Appendix G, Part C). This finding is of significance in view of the fact that parents were mentioned by honor students as the most influential in their college choice. In attracting high school honor students to UWWC, thus, families in which parents are high school or technical

school graduates are the most responsive target group. It appears that more communication efforts by UWWC need to be aimed at parents with Bachelor's or higher degrees to enhance their favorable attitudes toward UWWC as a college choice for their academically talented children.

"INFLUENTIALS" IN COLLEGE CHOICE FOR HIGH SCHOOL HONOR STUDENTS ACTIVELY CONSIDERING UWWC

Parents were mentioned by high school honor students as the most "influential" in their college choice. In the case of those who actively considered UWWC, both father and mother were mentioned with equal frequency (23% each). Counselors were cited as the most influential by 19%. On the other hand, fathers clearly appeared to be the dominant influence on the college choice of honor students who did not actively consider UWWC. Nearly 34% cited fathers as the most influential on their college choice, 18% cited mothers, and only 4% counselors (Table 12, Part F).

PRIMARY SOURCE OF INFORMATION ABOUT UWWC TO HIGH SCHOOL HONOR STUDENTS ACTIVELY CONSIDERING UWWC

Informal ("word-of-mouth") communication from friends (at UWWC or at high school) and siblings seemed to be an important channel of information about UWWC to all high school honor students in general. However, this appears to be comparatively less dominant in the case of honor students who actively considered

UWWC (40%) than those who did not (62%). High School honor students who actively considered UWWC appeared to rely more (54%) on formal channels of information about UWWC (counselors 19%, UWWC literature 15%, UWWC representative 9%, teachers 2%) as compared to those who did not consider UWWC (31%).

HIERARCHY OF COLLEGE SELECTION CRITERIA BY HIGH SCHOOL HONOR STUDENTS WHO "ACTIVELY" CONSIDERED UWWC

Of the nineteen College selection factors, the following eight were rated higher in importance by students who "actively" considered UWWC than by those who did not:

* Access to Courses Without Delay
* Teachers Personally Interested in Students
* Low Tuition and Living Costs
* Small Class Sizes
* Availability of Part-time Work
* Small Size of the Institution
* Proximity to Home
* Friends Attending.

Comparatively lower importance ratings were assigned to the following factors by students who "actively" considered UWWC than by those who did not:

* Academic Quality
* Availability of a Particular Major
* Special Programs for Top Academic Students
* Large Size of the Institution
* Far from Home.

The remaining criteria were rated almost equally by the two segments. Comparisons of ratings of college selection factors by honor students "actively" considering UWWC and those not considering UWWC are given in Tables 13 and 14.

EVALUATION OF UWWC BY HIGH SCHOOL HONOR STUDENTS WHO DID **NOT** CONSIDER UWWC FOR COLLEGE CHOICE

To fully understand the "barriers" to recruiting high school honor students to UWWC, it is important for UWWC to be aware of the perceptions about UWWC of students who did not "actively" consider UWWC.

Academically superior high school students who did not include UWWC in their "evoked set" rated UWWC and the college they chose on fourteen different college selection criteria (on a scale of "Excellent"- 1...."Poor"- 4).

UWWC was rated more favorably than their chosen college on:

* Low Tuition and Living Costs
* Small Class Sizes
* Friends Attending.

It was rated almost equally on the following factors:

* Access to Courses Without Delay
* Teachers Personally Interested in Students
* Availability of Faculty Outside of Class
* Availability of Part-time Work.

On the remaining seven factors, UWWC was rated substantially lower. Three factors on which UWWC was given much lower ratings than the chosen college were:

* Academic Quality
* Availability of Particular Major
* Availability of Social Activities.

Perceptions about UWWC by students who did not consider UWWC are charted in Table 15

TABLE 12

A PROFILE OF HIGH SCHOOL HONOR STUDENTS WHO ACTIVELY CONSIDERED UWWC FOR COLLEGE CHOICE

PART A

High School	Among Those Who Actively Considered UWWC	Among Those Who Did Not Considered UWWC
Slinger	24%	14%
West Bend West	19%	12%
Kewaskum	15%	5%
Hartford	13%	21%
West Bend East	11%	22%
Germantown	7%	12%
Cedarburg	6%	21%
Port Washington	2%	6%
Other	3%	1%
	100%	100%
	n = 54	n = 141

Note:

Differences between honor students who actively considered UWWC and those who did not are statistically significant.

$\chi^2 = 22.3$, d.f. = 8, Probability of Significance = .00 level

TABLE 12 Continued
Page 2

PART B

Choice of Major	Among Those Actively Considering UWWC	Among Those Who Did Not Consider UWWC
Undecided	25%	22%
Business	21%	18%
Education	15%	6%
Letters and Sciences	15%	22%
Computer Science and Engineering	8%	10%
Social Welfare	4%	4%
Allied Health	2%	6%
Other	10%	12%
	100%	100%
	n = 52	n = 141

Note:

Differences between honor students who actively considered UWWC and those who did not are not statistically significant.

PART C

Decision Year	Among Those Actively Considering UWWC	Among Those Who Did Not Consider UWWC
12th grade	49%	58%
11th grade or earlier	32%	15%
Undecided	19%	27%
	100%	100%
	n = 53	n = 140

Note:

Differences between honor students who actively considered UWWC and those who did not are statistically significant.

$\chi^2 = 10.78$, d.f. = 4 , Probability of Significance = .05

TABLE 12 Continued
Page 3

PART D

Students' Expected Level of Education	Among Those Actively Considering UWWC	Among Those Who Did Not Consider UWWC
Associate Degree	5%	5%
Bachelors Degree	43%	30%
Masters Degree	43%	38%
Professional Degree	9%	17%
Doctorate	0%	10%
	100%	100%
	n = 54	n = 138

Note:

Differences between honor students who actively considered UWWC and those who did not are statistically significant.

$\chi^2 = 9.52$, d.f. = 5, Probability of Significance = .09

PART E

Parents' Education	Among Those Actively Considering UWWC	Among Those Who Did Not Consider UWWC
High school graduate or lower	58%	29%
Technical school graduate	9%	8%
Some college	17%	19%
College graduate	9%	22%
Masters or higher	7%	22%
	100%	100%
	n = 54	n = 141

Note:

Differences between honor students who actively considered UWWC and those who did not are statistically significant.

$\chi^2 = 21.74$, d.f. = 5
probability of significance = .00

TABLE 12 Continued
Page 4

PART F

"Most Influential" in Choice of College	Among Those Actively Considering UWWC	Among Those Who Did Not Not Consider UWWC
Father	23%	34%
Mother	23%	18%
Counselor	19%	4%

Note:

Differences between honor students who actively considered UWWC and those who did not are statistically significant.

$\chi^2 = 18.33$, d.f. = 7, Probability of Significance = .01

PART G

Primary Source of Information About UWWC	Among Those Actively Considering UWWC	Among Those Who Did Not Consider UWWC
Parents	6%	7%
Siblings	13%	13%
Visit to UWWC	9%	11%
Counselor	19%	8%
Friends at UWWC	21%	37%
Teacher	2%	2%
UWWC Representative	9%	2%
UWWC Literature	15%	8%
High School Friend	6%	12%
	100%	100%
Note:	n = 53	n = 120

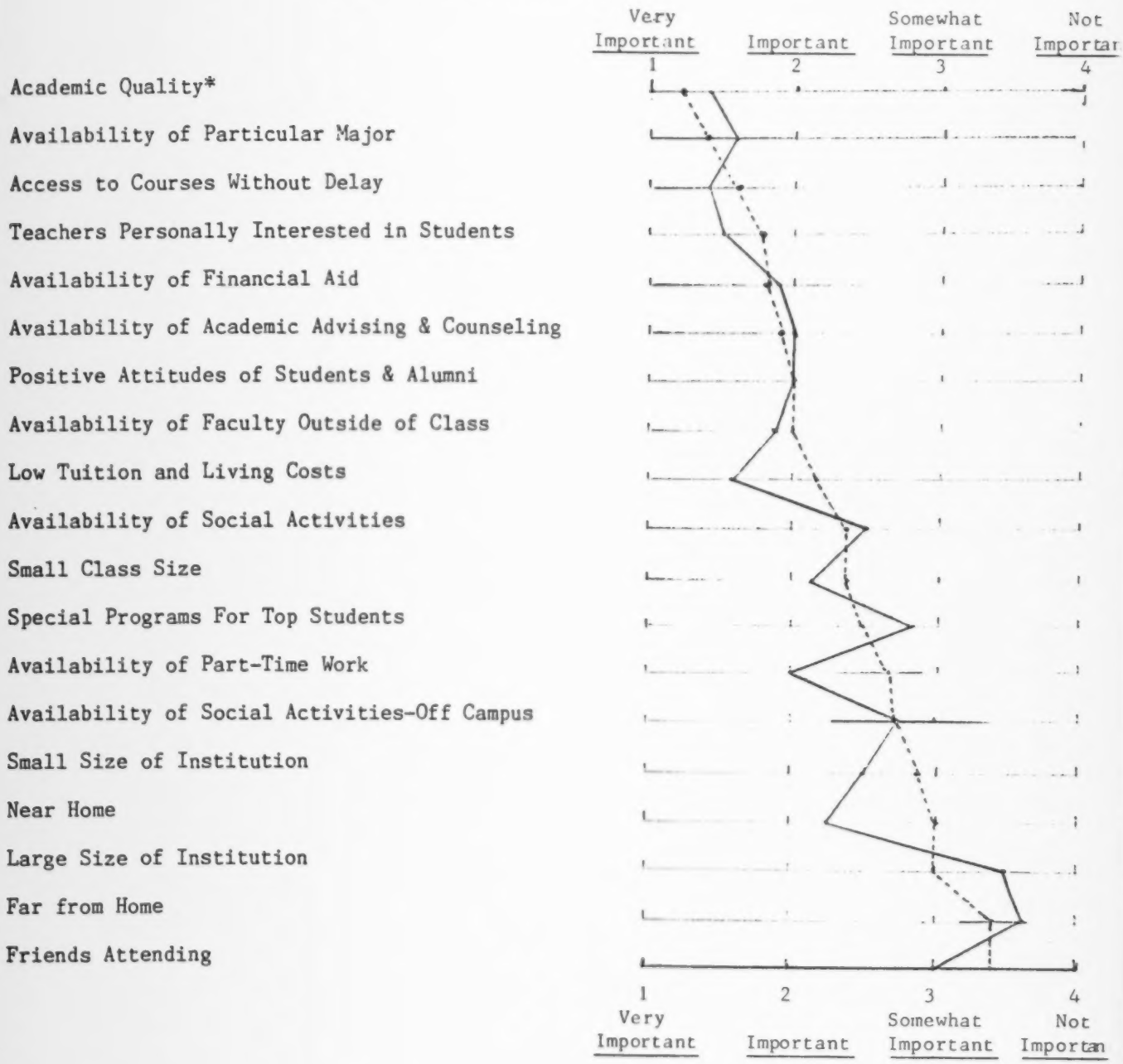
Differences between honor students who actively considered UWWC and those who did not are statistically significant.

$\chi^2 = 15.35$, d.f. = 8, Probability of Significance = .05

TABLE 13

RELATIVE IMPORTANCE OF SELECTION CRITERIA FOR COLLEGE CHOICE

A GRAPHICAL COMPARISON OF HIGH SCHOOL HONOR STUDENTS WHO ACTIVELY CONSIDERED UWWC VERSUS OTHERS



_____Ranking of students who have actively considered UWWC

------Ranking of students who have not actively considered UWWC

*The descending order of selection criteria was based on the importance ratings of students who have not considered UWWC.

TABLE 14

A STATISTICAL COMPARISON OF DIFFERENCES IN IMPORTANCE OF SELECTION CRITERIA FOR COLLEGE CHOICE: HIGH SCHOOL HONOR STUDENTS WHO ACTIVELY CONSIDERED UWWC VERSUS OTHERS

	Percent Who Rated It As. . . . Very Important	Important	Somewhat Important	Not Important	2 with 3 d.f.	Probability of Significance
1. Academic Quality	63%[a] (82%)[b]	35% (15%)	2% (2%)	0% (1%)	9.3	.03*
2. Availability of a Major	57% (70%)	30% (22%)	9% (6%)	4% (1%)	3.4	.34
3. Access to Courses Without Delay	65% (50%)	30% (40%)	5% (10%)	0% (0%)	3.98	.26
4. Teachers Personally Interested in Students	56% (52%)	37% (33%)	7% (11%)	0% (5%)	3.42	.33
5. Availability of Financial Aid	43% (48%)	30% (28%)	18% (18%)	9% (6%)	.98	.81
6. Availability of Advising and Counseling	37% (36%)	31% (43%)	30% (16%)	2% (5%)	6.2	.10
7. Positive Atitudes of Students and Alumni	32% (29%)	43% (44%)	18% (21%)	7% (6%)	.24	.97
8. Availability of Faculty Outside of Class	37% (32%)	39% (40%)	24% (25%)	0% (3%)	1.9	.60
9. Low Tuition and Living Costs	52% (29%)	37% (32%)	9% (31%)	2% (8%)	15.76	.00*
10. Availability of Social Activities On Campus	17% (13%)	(29%) (48%)	39% (30%)	15% (9%)	5.7	.13

[a] Percentage of students who have considered UWWC

[b] Percentage of students who have not considered UWWC

* Statistically significant at 5% level

TABLE 14 Continued

Selection Criteria	Percent Who Rated It As . . . . Very Important	Important	Somewhat Important	Not Important	2 with 3 d.f.	Probability of Significance
11.Small Class Size	20% (17%)	44% (39%)	26% (29%)	9% (15%)	1.6	.66
12.Special Programs for Top Academic Students	2% (16%)	33% (32%)	46% (36%)	19% (16%)	7.4	.06
13.Availability of Part-Time Work	28% (15%)	46% (34%)	20% (31%)	6% (20%)	11.73	.01*
14.Availability of Social Activities Off Campus	11% (8%)	30% (34%)	33% (42%)	26% (16%)	3.8	.28
15.Small Size of Institution	20% (14%)	33% (24%)	26% (24%)	20% (38%)	5.76	.12
16.Near Home	33% (11%)	24% (18%)	26% (31%)	17% (39%)	17.7	.00*
17.Large Size of Institution	4% (11%)	7% (17%)	28% (31%)	61% (42%)	7.83	.05*
18.Far From Home	4% (6%)	7% (9%)	17% (28%)	72% (57%)	3.9	.28
19.Friends Attending	9% (1%)	17% (14%)	37% (25%)	37% (60%)	15.42	.00*

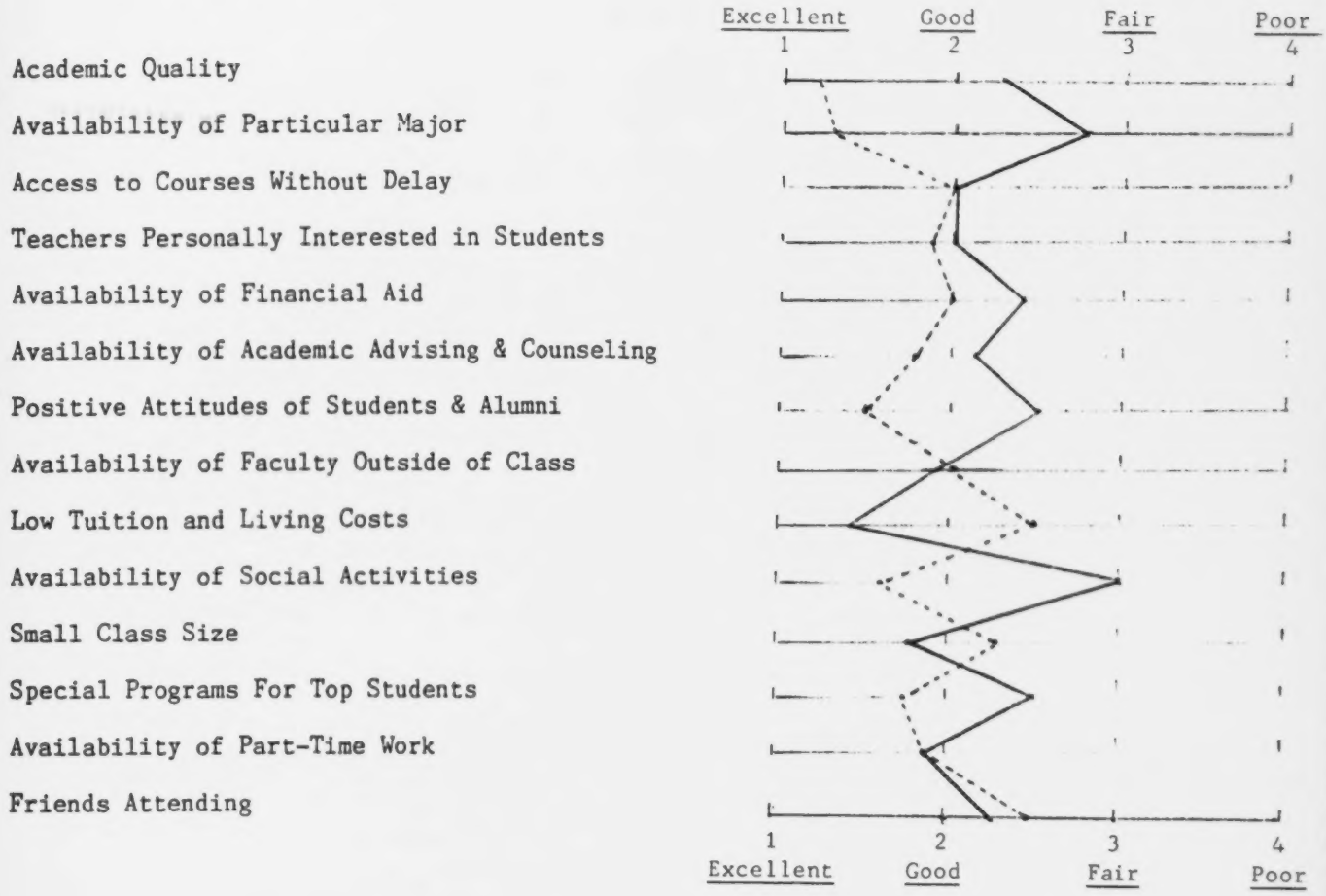
[a] Percentage of students who have considered UWWC

[b] Percentage of students who have not considered UWWC

* Statistically significant at 5% level

TABLE 15

RATINGS OF UWWC AND THE COLLEGE CHOSEN: AMONG HIGH SCHOOL HONOR STUDENTS WHO DID NOT ACTIVELY CONSIDER UWWC FOR COLLEGE CHOICE



_____ Rating of UWWC

------ Rating of the college they are likely to attend

SECTION IX

A PROFILE OF ACADEMICALLY SUPERIOR STUDENTS AND ALUMNI OF UWWC

Current students and alumni of UWWC ("consuming publics") who were in the top 20% of their high school class or on the Dean's List at UWWC were the target respondents in two separate surveys. The primary objectives of the two surveys were to formulate a profile of the current and past students of UWWC, identify their perceptions of "strengths" and "weaknesses" of UWWC, and gather suggestions on making UWWC more attractive to academically superior students.

GENERAL PROFILE OF ACADEMICALLY SUPERIOR UWWC STUDENTS

High Schools

Over 70% of the academically superior UWWC students graduated from the eight feeder schools listed in Appendix H. Graduates of West Bend East, West Bend West, and Slinger High Schools constituted over 40% of this group. Cedarburg and Port Washington graduates together accounted for only about 5%. (Categorization of the "consuming publics" by high schools is given in Table 16, Part A).

Four Year College Chosen

One third of academically superior students at UWWC and 27% of academically superior alumni indicated UW-Milwaukee as the educational institution they were transferring to or had transferred to, respectively. Though 18% of alumni transferred to Madison, this institution seemed less popular among current students (14%). On the other hand, the percentage of students transferring to Oshkosh was higher among current UWWC students (14%) than among alumni (10%). (Additional information regarding transfers is given in Table 16, Part B).

College Majors Chosen

30% of academically superior students and 32% of alumni indicated Business" as their college major. "Education", as a major, was more popular among current students (21%) compared to alumni (12%). The percentages of current students choosing various areas of concentration in Letters and Sciences and Engineering were substantially lower as compared to the alumni group. (A detailed analysis by area of concentration for the two groups is given in Table 16, Part C).

Length of Stay at UWWC Among Alumni

About one-third of the alumni surveyed attended UWWC for three semesters or less. Approximately 36% transferred before completing 60 credits. (There was no significant difference in percentages between traditional and non-traditional students regarding this issue). Approximately 28% of alumni left UWWC after earning less than 40 credits. (This percentage for traditional students was slightly lower - 23%). Most frequently mentioned reasons for transferring prematurely were that courses in their major were not offered and secondly, they wanted to move away from home and get started at a four year institution. (Reasons are listed in Appendix F, Question 14).

Major Sources of Information about UWWC

"Visit to UWWC" was ranked as the primary source of information by both current UWWC students (19%) and alumni (26%). The next popular information source about UWWC was "word of mouth" from friends at UWWC among current students (15%), and siblings among alumni (15%). Counselors, parents and UWWC literature were equally popular information sources among students and alumni. Table 5 compares primary sources of information about UWWC between "prospective publics" and "consuming publics".

Hierarchy of College Selection Criteria

Approximately 90% of academically superior current students and alumni of UWWC rated "low tuition and living costs" and "proximity to home" as the two most important factors in choosing a college. Academic quality was also considered important (ranked #3) but apparently was moderated by the importance of low tuition and near home factors.

Comparative ratings of criteria by academically superior "consuming publics" and high school honor students ("prospective publics") are presented in Table 17.

"Ready access to courses" was perceived to be an important selection criteria (among the top four) by all three groups. The groups, however, differed in their ratings of the importance of "small class sizes". Though this factor was ranked among the top five criteria by UWWC students, it was ranked seventh in order of importance by UWWC alumni and tenth by "prospective publics". Another factor on which "consuming publics" differed significantly from "prospective publics" was regarding "availability of part-time work". While "consuming publics" rated this factor as one of the ten most important criteria, it was assigned much less importance by "prospective publics". This criterion was given a much higher importance rating by "traditional" students and alumni than "non-traditional" students and alumni of UWWC. (A comparison of ratings of college selection criteria by traditional and non-traditional students is given in Table 20).

Evaluation of UWWC by "Consuming Publics"

UWWC was rated very highly on academic quality by both its alumni and current students (mean rating was 1.4 on a scale of 1-Excellent, 4-Poor). UWWC was also rated very highly on the following factors:

* Small Class Sizes
* Availability of Faculty Outside of Class
* Low Tuition and Living Costs
* Teachers Personally Interested in Students
* Availability of Part-Time Work.

UWWC was rated least favorably on availability of social activities (mean ratings: Students- 2.8, Alumni- 2.6).

Predictably, alumni rated UWWC more favorably with respect to all factors than current students.

Ratings of UWWC by alumni and current students are charted in Table 18.

Suggestions from "Consuming Publics" to Attract Academically Superior Students to UWWC

Academically superior students and alumni suggested that the "strengths" of UWWC (small class sizes, quality of faculty and their personal interest in students, and accessibility of faculty) should be publicized more among "prospective publics". Offering and promoting more merit based scholarships were other popular suggestions offered by "consuming public" to attract academically talented students to UWWC.

Other recommendations were academic in nature. These included increasing choice of courses and frequency of course offerings.

Suggestions from current students and alumni of UWWC are separately listed in Appendix E, Question 12 and Appendix F, Question 13, respectively.

TABLE 16

A PROFILE OF ACADEMICALLY SUPERIOR UWWC STUDENTS AND ALUMNI

PART A

High School	Percentage of Current Students	Percentage of Alumni
Cedarburg	3%	3%
Hartford	8%	7%
Kewaskum	10%	8%
Port Washington	1%	2%
Slinger	14%	12%
Germantown	6%	8%
West Bend East	18%	18%
West Bend West	12%	18%
Other	28%	24%
	100%	100%
	n = 90	n = 159

TABLE 16 Continued

PART B

Four Year College Transferred or Transferring to	Percentage of Current Students	Percentage of Alumni
UW-Milwaukee	33%	27%
UW-Madison	14%	18%
UW-Oshkosh	14%	10%
UW-Whitewater	13%	15%
Other	26%	30%
	100%	100%
	n = 90	n = 155

Choice of Major	Percentage of Current Students	Percentage of Alumni
Business	30%	32%
Education	21%	12%
Letters and Sciences	13%	23%
Agriculture and Life Sciences	7%	3%
Allied Health	7%	6%
Engineering	4%	10%
Other	18%	14%
	n = 90	n = 146

TABLE 17

TOP TEN CRITERIA IN COLLEGE CHOICE AS RATED BY ACADEMICALLY SUPERIOR

UWWC STUDENTS, ALUMNI AND HIGH SCHOOL STUDENTS

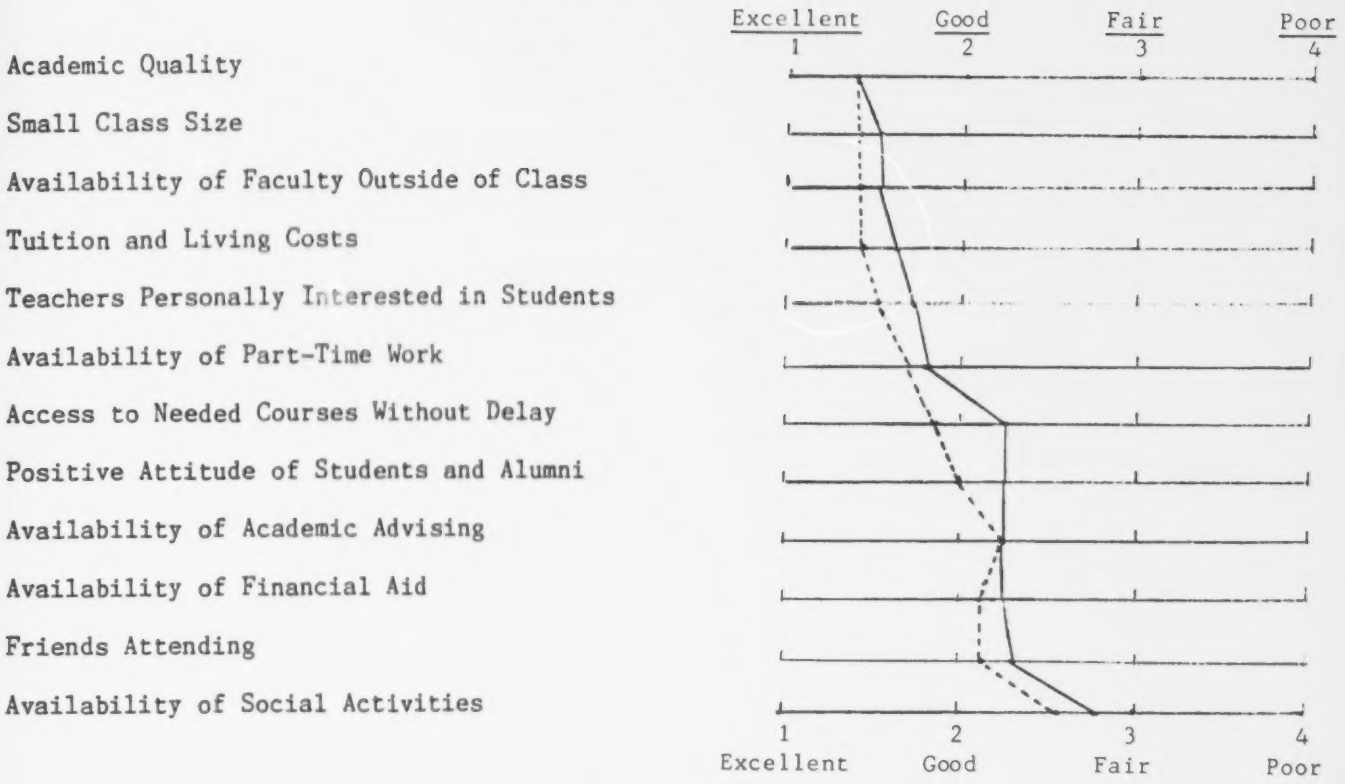
UWWC Students "Consuming Publics"			UWWC Alumni "Consuming Publics"			High School Honor Students "Prospective Publics"		
Factor	%	Rank	Factor	%	Rank	Factor	%	Rank
Low Tuition & Living	93*	(1)	Low Tuition & Living Cost	89*	(1)	Academic Quality	97*	(1)
Close to Home	88	(2)	Close To Home	89	(2)	Availability of a Particular Major or Academic Program	91	(2)
Academic Quality	84	(3)	Academic Quality	86	(3)	Access to Needed Courses Without Delay	91	(3)
Access to Needed Courses Without Delay	81	(4)	Access to Needed Courses Without Delay	79	(4)	Teachers Personally Interested in Students	87	(4)
Small Class Size	79	(5)	Teachers Personally Interested in Students	77	(5)	Availability of Academic Advising & Career Counseling	76	(5)
Teachers Personally Interested in Students	77	(6)	Availability of Faculty Outside of Class	68	(6)	Availability of Financial Aid	75	(6)
Availability of Faculty Outside Class	74	(7)	Small Class Size	65	(7)	Availability of Faculty Outside of Class	73	(7)
Size of The Institution	63	(8)	Availability of Part-Time Work	50	(8)	Positive Attitude of Students & Alumni	73	(8)
Availability of Academic Advising and Career Counseling	57	(9)	Size of the Institution	45	(9)	Low Tuition and Living Costs	69	(9)
Availability of Part-Time Work	56	(10)	Availability of Academic Advising and Career Counseling	45	(10)	Small Class Size	59	(10)

* Percentage rating "Very Important or "Important"

TABLE 18

EVALUATION OF UWWC BY ACADEMICALLY SUPERIOR

UWWC STUDENTS AND ALULMNI



_____ Ratings by academically superior UWWC students

------- Ratings by academically superior UWWC alumni

SECTION X

A PROFILE OF ACADEMICALLY SUPERIOR "NON-TRADITIONAL" STUDENTS AND ALUMNI OF UWWC

Adults attending college (for their first or second degree), after a break of one or more years since high school graduation, are a growing and important segment of the UWWC student body. In order to identify their educational needs and perceptions about UWWC, responses of this group were analyzed separately. About 29% of current students and alumni of UWWC ("consuming publics") surveyed were "non-traditionals".

College Majors Chosen by "Non-Traditional" Students:

Nearly 30% of academically superior "non-traditionals" chose Business Administration as their college major. (This percentage was about the same, 32% for "traditionals"). Education as a major was more popular among the "non-traditionals" (22%) compared to the "traditionals" (14%). Letters and Sciences majors, on the other hand, were less frequently chosen by the "non-traditionals" (15%) as compared to the "traditionals" (21%). Other majors chosen by the "non-traditionals" are listed in Table 19, Part B.

Length of Stay at UWWC

About 73% of the "non-traditional" alumni spent four semesters or more at UWWC. Although a higher percentage of the "non-traditionals" spent at least 4 semesters at UWWC as compared to the "traditionals" (66%), they appear to take lower credit loads in any given semester than their "traditional" counterparts.

The results of the study indicated that only 55% of the non-traditional alumni completed over 40 credits at UWWC, whereas 77% of the "traditionals" did so. The lower credit load for the "non-traditionals" may be partially attributable to the fact that nearly a third of this segment hold full time jobs (compared to 17% for the "traditionals"). Reasons frequently mentioned for not completing 60 credits at UWWC by the "non-traditionals" were that their families moved to a different location, they were able to transfer credits from a previous educational institution or received credit waivers, or their desire "to get started at a four year college". (Table 19, Part C gives a comparative analysis of credits earned and semesters at UWWC for the "non-traditionals" and "traditionals").

Primary Sources of Information
About UWWC to the "Non-Traditionals"

The three major sources of information about UWWC for the "non-traditionals" were:

- Visit to UWWC (30%)
- UWWC Literature (23%)
- Friends at UWWC (17%).

Understandably, college representatives, parents, high school friends, teachers and counselors were identified very infrequently as primary source of information by the non-traditionals.

"Visit to UWWC" was also the most popular source of information among the "traditionals" (21%). Parents, Siblings and Counselors were rated almost equally as other important sources. Only 7% of the "traditionals" considered UWWC literature as their major information source.

Information sources for the "non-traditionals" and "traditionals" are compared in Table 19, D).

Employment Status of the "Non-Traditionals"

About 77% of UWWC current "non-traditional" students were employed either part-time (45%) or full time (32%). These numbers were significantly different for "traditional" UWWC current students. 98% of current "traditional" students were employed, 81% part-time, and only 17% full time. (See Table 19, E for further analysis).

Hierarchy of College Selection Criteria by the "Non-Traditionals"

Over 90% of the "non-traditionals" rated proximity to home as the most important and accessibility of faculty as the second most important criteria in choosing a college. The remaining three among the top five criteria were:

* Access to Courses Without Delay
* Academic Quality
* Low Tuition and Living Costs.

Though top five criteria for the "non-traditionals" and "traditionals" were identical, it is interesting to note that the "non-traditionals" rated a convenience factor (close to home) much higher than cost factor (Low tuition and living costs). The "traditionals" on the other hand, rated cost higher than convenience.

Both the "non-traditionals" and "traditionals", considered social factors, such as friends attending and availability of social activities, as least important. A comparison of rankings of the selection criteria of both the "non-traditionals" and the "traditionals" is given in the accompanying Table 20.

Evaluation of UWWC By the "Non-Traditionals"

"Non-traditional" students and alumni of UWWC rated UWWC very favorably on the following factors:

* Availability of Faculty Outside of Class
* Academic Quality
* Small Class Size
* Tuition and Living Costs and
* Teachers Personally Interested in Students.

The "traditionals" group also rated UWWC very favorably on the above factors. In addition to these, they rated UWWC favorably on availability of part-time work.

UWWC was rated least favorably on social factors: friends attending and availability of social activities by both "traditionals" and "non-traditionals".

It is interesting to note that on almost all factors, UWWC was rated more favorably by alumni "non-traditionals" than by student "non-traditionals".

Table 21 compares evaluative ratings of UWWC by student and alumni "non-traditionals" and "traditionals".

TABLE 19

PROFILE OF ACADEMICALLY SUPERIOR NON-TRADITIONAL UWWC STUDENTS AND ALUMNI

PART A

Among	Non-Traditional	Traditional	Total
Current Students	37%	63%	100%
Alumni	25%	75%	100%
Combined	29%	71%	100%

PART B

College Major

	Non Traditional	Traditional
Business	30%	32%
Education	22%	14%
Letters and Sciences	15%	21%
Engineering	8%	8%
Social Welfare	7%	4%
Allied Health	5%	7%
Nursing	3%	3%
Agriculture and Life Sciences	2%	3%
Other	5%	6%
Undecided	3%	2%
	100%	100%
	n = 60	n = 171

TABLE 19 Continued

PART C

Credits Earned at UWWC(Alumni Only)

	Non-Traditional	Traditional
Over 40 credits	55%	77%
24-40 credits	32%	20%
12-24 credits	8%	1%
Less than 12	5%	2%
	100%	100%
	n = 38	n = 117

Semesters at UWWC(Alumni Only)

	Non-Traditional	Traditional
Less than 4 semesters	27%	34%
4 semesters	43%	57%
More than 4 semesters	30%	9%
	100%	100%
	n = 37	n = 117

TABLE 19 Continued

PART D

PRIMARY SOURCE OF INFORMATION ABOUT UWWC

	Non-Traditional	Traditional
Parents	0%	16%
Siblings	7%	17%
Visit to UWWC	30%	21%
Counselor	4%	15%
Friends at UWWC	17%	10%
Teacher	0%	1%
UWWC Representative	1%	3%
UWWC Literature	23%	7%
High School Firend	4%	7%
Other	14%	3%
	100%	100%
	n = 71	n = 174

PART E

Employment Status(Current Students Only)

	Non-Traditional	Traditional
Full Time	32%	17%
Part Time	45%	81%
Not Employed	23%	2%
	100%	100%
	n = 31	n = 57

TABLE 20

COLLEGE CHOICE CRITERIA FOR TRADITIONAL VERSUS

NON-TRADITIONAL UWWC STUDENTS AND ALUMNI

	PERCENT WHO RATED "VERY IMPORTANT" OR "IMPORTANT"			
	"Traditionals"		"Non-Traditionals"	
	%	Rank	%	Rank
Low Tuition & Living Costs	94%*	(1)	82%*	(5)
Close to Home	86	(2)	95	(1)
Academic Quality	86	(3)	84	(4)
Availability of Faculty Outside	78	(4)	92	(2)
Access to Courses Without Delay	77	(5)	85	(3)
Teachers Personally Interested in Students	76	(6)	78	(6)
Small Class Size	67	(7)	77	(7)
Availability of Part-Time Work	65	(8)	23	(12)
Positive Attitude of Students and Alumni	52	(9)	48	(10)
Small Size of Institution	47	(10)	62	(8)
Availability of Academic Advising and Counseling	44	(11)	60	(9)
Availability of Financial Aid	26	(12)	33	(11)
Friends Attending	20	(13)	4	(13)
Availability of Social Activities	15	(14)	3	(14)

* Percentage of UWWC Students and Alumni who rated the factor as "Very Important" or "Important"

TABLE 21

EVALUATION OF UWWC BY "NON-TRADITIONALS"

	"NON-TRADITIONAL"		"TRADITIONAL"	
	Students	Alumni	Students	Alumni
	(Mean Rating)*	(Mean Rating)*	(Mean Rating)*	(Mean Rating)*
Availability of Faculty Outside of Class	1.3	1.3	1.6	1.4
Academic Quality	1.4	1.3	1.4	1.5
Small Class Size	1.5	1.4	1.5	1.4
Tuition and Living Costs	1.6	1.6	1.5	1.4
Teachers Personally Interested in Students	1.6	1.4	1.8	1.6
Access to Needed Courses Without Delay	2.1	1.9	2.2	1.8
Availability of Part-Time Work	2.1	2.0	1.6	1.6
Positive Attitude of Students and Alumni	2.2	1.6	2.2	2.2
Availability of Financial Aid	2.2	1.9	2.2	2.2
Availability of Academic Advising and Career Counseling	2.3	2.1	2.1	2.3
Friends Attending	2.8	2.2	2.2	2.1
Availability of Social Activities	2.8	2.7	2.8	2.6

* Rating Scale: Excellent=1, Good=2, Fair=3, Poor=4.

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SECTION XII

APPENDICES: QUESTIONNAIRES AND STATISTICAL TABULATIONS

APPENDIX A

QUESTIONNAIRES

6. At the time you were in the process of choosing a college, what was your primary source of information about UWC?

Parents___ Siblings___ Visit to UWC___ Counselor___ Friends at UWC___

Teacher___ UWC Representative___ UWC Literature___ H.S. Friend___

Other_____

7. At the time you chose to attend UWC, how important was each of the following factors?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

___ Academic Quality

___ Availability of Social Activities

___ Low Tuition & Living Costs

___ Availability of Faculty Outside of Class

___ Availability of Academic Advising & Career Counseling

___ Availability of Financial Aid

___ Friends Attending

___ Close to Home

___ Positive Attitude of Students & Alumni

___ Size of Institution

___ Small Class Size

___ Availability of Part-Time Work in the area

___ Teachers Personally Interested in Students

___ Access to Needed Courses Without Delay

8. How satisfied were you with the education you received at UWC?

Very Satisfied_____, Satisfied_____, Not Satisfied_____

If "not satisfied," please indicate your primary reason(s) for your opinion:

_____

_____

9. Based on your experience at UWC, what did you like:

the most?_____

_____

the least? _____

_____

10. Do you feel that your educational experience at UWC prepared you well for coursework at a four-year institution?

Yes_____ No_____ Not Sure_____

Please comment further:_____

_____

11. Based on your overall experience at UWC, would you recommend UWC to other students who are in the process of choosing a college?

Yes_____ No_____

12. Looking back on your experience at UWC, how would you rate UWC on each of the factors below?

1-Excellent 2-Good 3-Fair 4-Poor 5-No opinion

___Academic Quality

___Availability of Social Activities

___Tuition & Living Costs

___Availability of Faculty Outside of Class

___Availability of Academic Advising & Career Counseling

___Availability of Financial Aid

___ Friends Attending

___ Positive Attitude of Students & Alumni

___ Small Class Size

___ Availability of Part-Time Work in the area

___ Teachers Personally Interested in Students

___ Access to Needed Courses Without Delay

13. What do you suggest to make UWWC more attractive to academically superior students like yourself?

_____

_____

14. Did you transfer to a four-year institution before completing 60 credits at UWWC?

Yes_____ No_____

If "yes": What are the most important reasons for not completing your sophomore year at UWWC?

_____

_____

15. Have any of your brothers/sisters attended UWWC? Yes___ No___

16. Have any of your close friends attended UWWC? Yes___ No___

17. Are you currently employed?

Yes, Full time_____ Position_____

Yes, Part time_____ Position_____

Not currently employed_____

Thank you very much for your time. Please return completed questionnaire by June 24, 1988.

WEST BEND, WISCONSIN 53095

Dear UWWC Alumni:

I am conducting a research survey of academically superior alumni of the University of Wisconsin Center-Washington County regarding their educational experience at UWWC. This study has been sponsored through a grant provided by the University of Wisconsin Centers. Through your participation in this survey, I hope to obtain the information necessary to better serve the interests of present and future students of UWWC. The questionnaire should only take a few minutes of your time to complete. Please return your completed questionnaire in the enclosed postage-paid envelope by June 24, 1988. Thank you for your cooperation and help.

Sincerely,

Sarada Prasad

V. Sarada Prasad
Assistant Professor of Business
University of Wisconsin Center-Washington County

_____

_____

1. Please provide the following background information.

High School:_____ Age:_____

Year of high school graduation:_____ Sex: Male___ Female___

2. Please write below the name of the college you attended or are attending currently.

College_____

College major_____

3. a) For how many semesters did you attend UWWC? _____

b) How many credits did you earn at UWWC in total?

Over 40_____, 25-40_____, 12-24_____, Less than 12_____.

4. What was your cumulative grade point average at UWWC? _____

5. What is your current educational status?

Junior_____, Senior_____, Completed Bachelor Degree_____

Graduate student_____, Completed Master Degree_____

Professional Degree_____ Other (specify)_____
(law, medicine, etc.)

5. What is your current cumulative grade point average at UWC? _____

6. At the time you were in the process of choosing a college, what was your primary source of information about UWC?

Parents___ Siblings___ Visit to UWC___ Counselor___ Friends at UWC___

Teacher___ UWC Representative___ UWC Literature___ H.S. Friend___

Other_____

7. At the time you chose to attend UWC, how important were each of the following factors?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

___ Academic Quality

___ Availability of Social Activities

___ Low Tuition & Living Costs

___ Availability of Faculty Outside of Class

___ Availability of Academic Advising & Career Counseling

___ Availability of Financial Aid

___ Friends Attending

___ Close to Home

___ Positive Attitude of Students & Alumni

___ Small Size of the Institution

___ Small Class Size

___ Availability of Part-Time Work in the area

___ Teachers Personally Interested in Students

___ Access to Needed Courses Without Delay

8. How satisfied are you with the education you are receiving at UWC?

Very Satisfied____, Satisfied____, Not Satisfied____

If "not satisfied," please indicate your primary reason(s) for your opinion:

_____

_____

9. Based on your experience at UWC, what do you like:

the most? _____

_____

the least?_____

_____

10. Based on your overall experience at UWC, would you recommend UWC to other students who are in the process of choosing a college?

Yes____ No____

11. Rate UWC on each of the factors below.

1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion

___Academic Quality

___Availability of Social Activities

___Tuition & Living Costs

___Availability of Faculty Outside of Class

___Availability of Academic Advising & Career Counseling

___Availability of Financial Aid

___Friends Attending

___ Positive Attitude of Students & Alumni

___Small Class Size

___ Availability of Part-Time Work in the area

___ Teachers Personally Interested in Students

___ Access to Needed Courses Without Delay

12. What do you suggest to make UWC more attractive to academically superior students like yourself?

_____

_____

13. Have any of your brothers/sisters attended UWC? Yes___ No___

14. Have any of your close friends attended UWC? Yes___ No___

15. Are you currently employed?

Employed Part Time _____ Hours per week during academic year_____

Employed Full Time _____

Not currently employed _____

Thank you very much for your time. Please return your questionnaire by June 24, 1988.

University of Wisconsin Centers

Dear Student:

I am conducting a research survey of academically superior students attending the University of Wisconsin Center-Washington County, regarding their educational experience at UWC. This study has been sponsored through a grant provided by the University of Wisconsin Centers. Through your participation in this survey, I hope to obtain the information necessary to better serve the interests of present and future students of UWC. The questionnaire should only take a few minutes of your time to complete. Please return your completed questionnaire in the enclosed postage-paid envelope by June 24, 1988. Thank you for your cooperation and help.

Sincerely,

Sarada Prasad

V. Sarada Prasad
Assistant Professor of Business
University of Wisconsin Center-Washington County

_____

_____

1. Please provide the following background information.

High School:_____ Age_____

Year of high school graduation:_____ Sex: Male___ Female___

2. Please write below the name of the college to which you are planning to transfer:

College_____

College major_____

3. How many credits have you earned at UWC to date?

Over 40____, 25-40____, 12-24____, Less than 12____

4. Including Spring semester 1988, for how many semesters have you attended UWC?

_____ Semesters

4. Place an "X" in the column you feel best indicates students' primary source of information for each of the following factors.

	Parent	Counselor	Teacher	Friend	Alumni	College Literature	College Represent.	College Visit	Newspaper	Radio
Academic Quality										
Availability of Social Activities										
Low Tuition & Living Costs										
Availability of Faculty Outside of Class										
Availability of Academic Advising & Career Counseling										
Availability of a Particular Major or Academic Program										
Special Programs for Top Academic Students										
Availability of Financial Aid										
Positive Attitude of Students & Alumni										
Availability of Part-Time Work										
Teachers Personally Interested in Students										
Access to Needed Courses Without Delay										

List other sources of information not listed above.

_____

Very Familiar___ Familiar___ Somewhat Familiar___ Not Familiar___

6. Have you ever been on UWC'S campus? _____ If yes, explain.

_____

7. What has been your primary source of information about UWC?

_____

8. What advantages do you feel UWC has to offer the academically-talented student?_____

_____

9. Would you encourage an academically-talented student to attend UWC? Why or why not?_____

_____

10. Rate UWC on each of the factors below.
1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion

___Academic Quality

___Availability of Social Activities

___Tuition & Living Costs

___Availability of Faculty Outside of Class

___Availability of Academic Advising & Career Counseling

___Availability of a Particular Major or Academic Program

___Special Programs for Top Academic Students

___Availability of Financial Aid

___Friends Attending

___Positive Attitude of Students & Alumni

___Small Class Size

___Availability of Part-Time Work

___Teachers Personally Interested in Students

___Access to Needed Courses Without Delay

UWMC? Yes___ No___

If yes, indicate your level of satisfaction with your interaction.

Very Satisfied____ Satisfied____ Not Satisfied___

12. Please rate each of the following institutions.
E-Excellent G-Good W-Weak N-No Opinion

_____ Alverno
_____ Beloit
_____ Cardinal Stritch
_____ Carroll
_____ Concordia
_____ Edgewood
_____ Lakeland
_____ Lawrence
_____ Marian
_____ Marquette
_____ Mil. School of Engineering
_____ Mount Mary
_____ Mount Senario
_____ Nicolet
_____ Ripon
_____ Saint Norbert
_____ Silver Lake
_____ UW Eau Claire
_____ UW Green Bay
_____ UW La Crosse
_____ UW Madison
_____ UW Milwaukee
_____ UW Oshkosh
_____ UW Parkside
_____ UW Platteville
_____ UW River Falls
_____ UW Stevens Point
_____ UW Stout
_____ UW Superior
_____ UW Whitewater
_____ UW Center Washington County
_____ Viterbo
_____ Wisconsin Lutheran

Which institutions have you attended?

_____

Thank you very much for your cooperation and help on this project. Please return the completed questionnaire by June 13, 1988.

University of Wisconsin Centers

1. Please provide the following background information.

High School: _____

Teacher___ Counselor___ Number of years in current position_____

2. How important is each factor to you when recommending a college to students?
1-Very Important 2-Important 3-Somewhat Important 4-Not Important

___ Academic Quality
___ Availability of Financial Aid
Availability of Social Activities:
___ On campus
___ Off campus
___ Friends Attending
Distance From Home:
___ Near ___ Far
___ Low Tuition & Living Costs
___ Positive Attitude of Students & Alumni
___ Availability of Faculty Outside of Class
Size of Institution:
___ Large ___ Small
___ Availability of Academic Advising & Career Counseling
___ Small Class Size
___ Availability of Part-Time Work
___ Availability of a Particular Major or Academic Program
___ Teachers Personally Interested in Students
___ Special Programs for Top Academic Students
___ Access to Needed Courses Without Delay

3. In your opinion, which people have the most influence on a student's choice of a college? (Rank 1st, 2nd, 3rd)

Father____ Mother____ Sibling____ Teacher____(which subject?_____)

Counselor___ Friend ____ College Representative_____ Other_____

2. Place an "X" in the column you feel indicates your son's/daughter's primary source of information for each of the factors.

	Parent	Counselor	Teacher	Friend	Alumni	College Literature	College Represent.	College Visit	Newspaper	Radio
Academic Quality										
Availability of Social Activities										
Low Tuition & Living Costs										
Availability of Faculty Outside of Class										
Availability of Academic Advising & Career Counseling										
Availability of a Particular Major or Academic Program										
Special Programs for Top Academic Students										
Availability of Financial Aid										
Positive Attitude of Students & Alumni										
Availability of Part-Time Work										
Teachers Personally Interested in Students										
Access to Needed Courses Without Delay										

List other sources of information not listed above.

_____

3. In your opinion which people have the most influence on your son's/daughter's choice of a college? (Rank 1st, 2nd, 3rd)

Father____ Mother____ Sibling____Teacher____(subject?_____)

Counselor___ Friend ____ College Representative_____ Other_____

4. How familiar are you with UW Center-Washington County (UWC)?

Very Familiar___ Familiar___ Somewhat Familiar___ Not Familiar___

5. Have you ever been on UWC'S campus? _____ If yes, explain.

_____

6. What has been your primary source of information about UWC?

_____

_____

7. What advantages do you feel UWC has to offer the academically-talented student? _____

_____

8. Have you encouraged your son/daughter to consider UWC? Why, or why not?

_____

_____

_____

9. Please rate UWC and the college your son/daughter will be attending or will likely attend, if other than UWC, on each of the factors below.

List other college _____

1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion

	UWC	Other
Academic Quality		
Availability of Social Activities		
Tuition & Living Costs		
Availability of Faculty Outside of Class		
Availability of Academic Advising & Career Counseling		
Availability of a Particular Major or Academic Program		
Special Programs for Top Academic Students		

	UWC	Other
Availability of Financial Aid		
Friends Attending		
Positive Attitude of Students & Alumni		
Small Class Size		
Availability of Part-Time Work		
Teachers Personally Interested in Students		
Access to Needed Courses Without Delay		

10. Please provide the following information about your son/daughter.

High School: _____

Year of high school graduation:_____ Sex: Male___ Female___

Thank you very much for your cooperation and help on this project. Please return the completed questionnaire by June 13, 1988.

University of Wisconsin Centers

Dear Parent:

I am conducting a research survey of high school honor students, their parents, teachers and counselors regarding the decision-making process used by students in selecting a college. This study has been sponsored through a grant provided by the University of Wisconsin Centers. Through your participation in this survey, I hope to obtain the information necessary to better serve the interests of high school students who are in the process of choosing a college. The questionnaire should only take fifteen to twenty minutes of your time to complete. Please return your completed questionnaire in the enclosed postage-paid envelope by June 13, 1988. Thank you for your cooperation and help.

Sincerely,

Sarada Prasad

V. Sarada Prasad
Assistant Professor of Business
University of Wisconsin Center-Washington County

1. How important is each of the following factors to you when suggesting a college to your son/daughter?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

___ Academic Quality

Availability of Social Activities:
___ On campus
___ Off campus

___ Low Tuition & Living Costs

___ Availability of Faculty Outside of Class

___ Availability of Academic Advising & Career Counseling

___ Availability of a Particular Major or Academic Program

___ Special Programs for Top Academic Students

___ Availability of Financial Aid

___ Friends Attending

Distance From Home:
___ Near ___Far

___ Positive Attitude of Students & Alumni

Size of Institution:
___ Large ___Small

___ Small Class Size

___ Availability of Part-Time Work

___ Teachers Personally Interested in Students

___ Access to Needed Courses Without Delay

5. List, in order of preference, the colleges you have considered or will consider attending.

1st _____ 2nd _____

3rd_____ 4th _____ 5th _____

6. How important is each of the following factors in your choice of a college?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

___ Academic Quality

___ Availability of Financial Aid

Availability of Social Activities:

___ Friends Attending

___ On campus
___ Off campus

Distance From Home:

___ Near ___ Far

___ Low Tuition & Living Costs

___ Positive Attitude of Students & Alumni

___ Availability of Faculty Outside of Class

Size of Institution:

___ Large ___ Small

___ Availability of Academic Advising & Career Counseling

___ Small Class Size

___ Availability of Part-Time Work

___ Availability of a Particular Major or Academic Program

___ Teachers Personally Interested in Students

___ Special Programs for Top Academic Students

___ Access to Needed Courses Without Delay

7. Indicate the relationship of the three people who have the most influence on your choice of a college. (Rank 1st, 2nd, 3rd)

Father____ Mother____ Sibling____ Teacher___(subject taught_____)

Counselor____ Friend ____ College Representative_____ Other_____

8. Place an "X" in the column which indicates your primary source of information for each of the following factors.

	Parent	Counselor	Teacher	Friend	Alumni	College Literature	College Represent.	College Visit	Newspaper	Radio
Academic Quality										
Availability of Social Activities										
Low Tuition & Living Costs										
Availability of Faculty Outside of Class										
Availability of Academic Advising & Career Counseling										
Availability of a Particular Major or Academic Program										
Special Programs for Top Academic Students										
Availability of Financial Aid										
Positive Attitude of Students & Alumni										
Availability of Part-Time Work										
Teachers Personally Interested in Students										
Access to Needed Courses Without Delay										

List other sources of information not listed above.

_____

Very Familiar___ Familiar___ Somewhat Familiar___ Not Familiar___

10. Have you ever been on UWWC'S campus? _____ If yes, explain.

_____

11. What has been your primary source of information about UWWC?

Parents___ Siblings___ Visit to UWWC___ Counselor___ Friends at UWWC___

Teacher___ UWWC Representative___ UWWC Literature___ H.S. Friend___

12. Have any of your brothers/sisters attended UWWC? Yes___ No___

13. Have any of your close friends attended UWWC? Yes___ No___

14. Rate UWWC and the college you will be attending or likely to attend, if other than UWWC, on each of the factors below.
1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion

List college likely to attend_____

	UWWC	Other
Academic Quality		
Availability of Social Activities		
Tuition & Living Costs		
Availability of Faculty Outside of Class		
Availability of Academic Advising & Career Counseling		
Availability of a Particular Major or Academic Program		
Special Programs for Top Academic Students		

	UWWC	Other
Availability of Financial Aid		
Friends Attending		
Positive Attitude of Students & Alumni		
Small Class Size		
Availability of Part-Time Work		
Teachers Personally Interested in Students		
Access to Needed Courses Without Delay		

Thank you very much for your time. Please return your completed questionnaire by June 13, 1988.

University of Wisconsin Centers

Dear Student:

I am conducting a research survey of high school honor students, their parents, teachers and counselors regarding the decision-making process used by students in selecting a college. This study has been sponsored through a grant provided by the University of Wisconsin Centers. Through your participation in this survey, I hope to obtain the information necessary to better serve the interests of high school students who are in the process of choosing a college. The questionnaire should only take fifteen to twenty minutes of your time to complete. Please return your completed questionnaire in the enclosed postage-paid envelope by June 13, 1988. Thank you for your cooperation and help.

Sincerely,

Sarada Prasad

V. Sarada Prasad
Assistant Professor of Business
University of Wisconsin Center-Washington County

_____

_____

1. Please provide the following background information.

High School: _____

Year of high school graduation: _____ Sex: Male___ Female___

Cumulative grade point average: _____

Intended college major:_____ Undecided_____

2. When did you make your final decision regarding which college you will attend? 9th grade___ 10th grade___ 11th grade___ 12th grade___ Have not decided___

3. What is the highest level of education you expect to attain?

High School Degree___ Associate Degree___ Bachelor Degree___

Master Degree___ Professional Degree___ (law, medicine, etc.) Doctorate Degree___

4. Indicate the highest level of education attained by either of your parents.

Some High School___ High School Graduate___ Some College___

Technical School Graduate___ College Graduate___ Masters or higher___

APPENDIX B

STATISTICAL TABLES FOR THE SURVEY OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

SURVEY OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

1. PROFILE

Male	31%
Female	69%
n=195	100%

Seniors	65%
Juniors	35%
n=194	100%

HIGH SCHOOL

West Bend East	19%
Slinger	17%
Cedarburg	16%
West Bend West	14%
Germantown	11%
Hartford	9%
Kewaskum	8%
Port Washington	5%
Other	1%
n=195	100%

INTENDED COLLEGE MAJOR

Undecided	23%
Letters & Sciences	20%
Business	19%
Engineering	9%
Education	8%
Allied Health	5%
Social Welfare	4%
Nursing	3%
Others	9%
n=193	100%

2. YEAR IN WHICH CHOICE OF COLLEGE WAS MADE

Question 2. When did you make your final decision regarding which college you will attend?

9th grade____ 10th grade____ 11th grade____ 12th grade____

Have not decided____

Decision Made in	Seniors	Juniors	Total
12th grade	81%	-	55%
11th grade or earlier	18%	24%	20%
Not Decided	1%	76%	25%
	100%	100%	100%
	n = 124	n = 66	n = 190

3. EDUCATIONAL ASPIRATIONS

Question 3. What is the highest level of education you expect to attain?

High School Degree ___ Associate Degree ___ Bachelor Degree ___

Master Degree ___ Professional Degree ___ (law, medicine, etc.) Doctorate Degree ___

High School Degree	1%
Associate Degree	5%
Bachelor Degree	33%
Master Degree	39%
Professional Degree(law, medicine, etc.)	15%
Doctorate Degree	7%
n=192	100%

4. PARENT'S EDUCATION

Question 4. Indicate the highest level of education attained by either of your parents.

Some High School ___ High School Graduate ___ Some College ___

Technical School Graduate ___ College Graduate ___ Masters or higher ___

Some High School	3%
High School Graduate	34%
Some College	18%
Technical School Graduate	8%
College Graduate	19%
Masters or Higher	18%
n=195	100%

5. COLLEGES CONSIDERED

Question 5. List, in order of preference, the colleges you have considered or will consider attending.
1st _____ 2nd _____
3rd _____ 4th_____ 5th_____

First		Second		Third		Fourth		Fifth	
Out of State	21%	Out of State	24%	Out of State	27%	Out of State	32%	Out of State	28%
UWWC	17%	UW Milwaukee	12%	UW Oshkosh	14%	UW Madison	8%	UW Madison	21%
UW Madison	12%	UW Madison	10%	UW Madison	9%	UW Whitewater	6%	UW Milwaukee	5%
UW Whitewater	10%	UW Oshkosh	8%	UWCC	8%	UW Oshkosh	6%	UW Stout	5%
UW Oshkosh	5%	UW Whitewater	7%	UW Milwaukee	6%	UW Milwaukee	6%	UW Whitewater	5%
UW Milwaukee	5%	UWWC	7%	UW LaCrosse	6%	UWWC	5%	UWWC	3%
Others	30%	Others	32%	Others	30%	Others	37%	Others	33%
n=192	100%	n=166	100%	n=140	100%	n=87	100%	n=58	100%

6. IMPORTANCE OF FACTORS IN SELECTING A COLLEGE

Question 6. How important is each of the following factors in your choice of a college?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

* 97% Academic Quality

Availability of Social Activities:

57% On campus

42% Off campus

69% Low Tuition & Living Costs

73% Availability of Faculty Outside Class

76% Availability of Academic Advising & Career Counseling

91% Availability of a Particular Major or Academic Program

44% Special Programs for Top Academic Students

75% Availability of Financial Aid

18% Friends Attending

Distance From Home:

37% Near 13% Far

73% Positive Attitude of Students and Alumni

Size of Institution:

23% Large 43% Small

59% Small Class Size

56% Availability of Part-Time Work

87% Teachers Personally Interested in Students

91% Access to Needed Courses Without Delay

* Percentage of respondents who rated the factor as "Very Important" or "Important"

7. "INFLUENTIALS" IN A STUDENT'S CHOICE OF COLLEGE

Question 7. Indicate the relationship of the three people who have the most influence on your choice of a college. (Rank 1st, 2nd, 3rd)

Father ___ Mother ___ Sibling ___ Teacher ___ (subject taught ____)

Counselor___ Friend ___ College Representative ___ Other ___

	FIRST	SECOND	THIRD
Father	31%	21%	10%
Mother	19%	35%	9%
Sibling	11%	5%	10%
Teacher	9%	6%	14%
Counselor	8%	13%	19%
Friend	5%	14%	23%
College Representative	5%	2%	9%
Other	12%	4%	6%
	100%	100%	100%

8. PRIMARY SCOURCE OF INFORMATION ON COLLEGE SELECTION FACTORS

Question 8. Place an "X" in the column which indicates your primary source of information for each of the following factors.

	%Parent	%Counselor	%Teacher	%Friend	%Alumni	%College Literature	%College Represent.	%College Visit	%Newspaper	%Radio
Academic Quality	10	32	10	10	10	38	9	12	1	
Availability of Social Activities	5	4	3	26	17	35	10	21		
Low Tuition & Living Costs	7	14	0	4	3	64	15	8		
Availability of Faculty Outside of Class	2	9	2	9	12	33	21	25		
Availability of Academic Advising & Career Counseling	2	23	1	6	7	34	24	26		
Availability of a Particular Major or Academic Program	4	19	3	5	6	62	16	9		
Special Programs for Top Academic Students	1	14	4	5	2	59	19	8		
Availability of Financial Aid	9	27	0	1	4	52	17	8		
Positive Attitude of Students & Alumni	3	5	2	23	26	19	10	31		
Availability of Part-Time Work	8	9	1	11	8	35	18	16		
Teachers Personally Interested in Students	4	9	1	13	20	26	16	25		
Access to Needed Courses Without Delay	3	15	2	11	15	33	22	15		

Note: Row totals may exceed 100% due to multiple responses.

9. FAMILIARITY WITH UWWC

Question 9. How familiar are you with UW Center-Washington County (UWWC)?

Very Familiar ___ Familiar ___ Somewhat Familiar ___ Not Familiar ___

Very Familiar	5%
Familiar	22%
Somewhat Familiar	45%
Not Familiar	28%
n=194	100%

10. VISITED UWWC

Question 10. Have you ever been on UWWC's campus? ____ If yes, explain.

Yes	71%
No	29%
n=192	100%

Reason for Visit:

Take ACT test (82 responses)

Attend musicals, games, plays etc. (41 responses)

Use of Library (30 responses)

Campus Day (11 responses)

11. PRIMARY SOURCE OF INFORMATION ABOUT UWWC

Question 11. What has been your primary source of information about UWWC?
Parents___ Siblings___ Visit to UWWC___ Counselor___ Friends at UWWC___

Teacher___ UWWC Representative___ UWWC Literature___ H.S. Friend___

Friends at UWWC	32%
Siblings	13%
Counselor	12%
Visit to UWWC	11%
UWWC Literature	10%
High School Friends	10%
Parents	6%
UWWC Rep.	4%
Teacher	2%
n=173	100%

12. & 13. SIBLINGS AND FRIENDS AT UWWC

Question 12. Have any of your brothers/sisters attended UWWC? Yes___ No___

Question 13. Have any of your close friends attended UWWC? Yes___ No___

	Yes	No
Siblings	18%	82%
Friends	50%	50%

14. COLLEGE LIKELY TO ATTEND AND RATING

Question 14. Rate UWWC and the college you will be attending or likely to attend, if other than UWWC, on each of the factors below.
1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion
List college likely to attend _____

College Likely to Attend

Out of State	22%
UWWC	15%
UW-Whitewater	12%
UW-Madison	10%
UW-Oshkosh	7%
UW-LaCrosse	6%
UW-Milwaukee	5%
Other	23%
	100%

	UWWC	Other
Academic Quality	62%*	98%*
Availability of Social Activities	27%	82%
Tuition & Living Costs	88%	49%
Availability of Faculty Outside of Class	58%	62%
Availability of Academic Advising & Career Counseling	50%	71%
Availability of a Particular Major or Academic Program	30%	92%
Special Programs for Top Academic Students	26%	65%

	UWWC	Other
Availability of Financial Aid	40%*	66%*
Friends Attending	55%	40%
Positive Attitude of Students & Alumni	43%	74%
Small Class Size	71%	52%
Availability of Part-Time Work	57%	57%
Teachers Personally Interested in Students	55%	59%
Access to Needed Courses Without Delay	49%	58%

* % Rating "Excellent" or "Good"

APPENDIX C

STATISTICAL TABLES FOR THE SURVEY OF PARENTS OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

SURVEY OF PARENTS OF ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENTS

1. IMPORTANCE OF FACTORS IN SELECTING A COLLEGE

Question 1. How important is each of the following factors to you when suggesting a college to your son/daughter?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

*99% Academic Quality

Availability of Social Activities:

43% On Campus

15% Off Campus

74% Low Tuition & Living Costs

83% Availability of Faculty Outside of Class

90% Availability of Academic Advising & Career Counseling

95% Availability of a Particular Major or Academic Program

67% Special Programs for Top Academic Students

77% Availability of Financial Aid

11% Friends Attending

Distance From Home:

47% Near 12% Far

85% Positive Attitude of Students and Alumni

Size of Institution:

19% Large 49% Small

75% Small Class Size

59% Availability of Part-Time Work

94% Teachers Personally Interested in Students

94% Access to Needed Courses Without Delay

* Percentage of respondents who rated the factor as "Very Important" or "Important"

2. PRIMARY SOURCE OF INFORMATION ON COLLEGE SELECTION FACTORS

Question 2. Place an "X" in the column you feel indicates your son's/daughter's primary source of information for each of the factors.

	% Parent	% Counselor	% Teacher	% Friend	% Alumni	% College Literature	% College Represent.	% College Visit	% Newspaper	% Radio
Academic Quality	19	29	12	8	11	34	10	15	4	
Availability of Social Activities	5	6	2	30	16	40	9	19	1	
Low Tuition & Living Costs	17	12	2	5	7	59	13	9	3	
Availability of Faculty Outside of Class	5	14	7	10	16	23	27	19	1	
Availability of Academic Advising & Career Counseling	5	21	5	8	10	34	25	16		
Availability of a Particular Major or Academic Program	4	23	6	5	6	52	16	11	1	
Special Programs for Top Academic Students	3	26	4	4	6	47	21	14		
Availability of Financial Aid	13	27	1		3	48	21	11		
Positive Attitude of Students & Alumni	10	5	5	20	26	17	7	31	1	
Availability of Part-Time Work	12	8	2	10	5	27	20	20	8	
Teachers Personally Interested in Students	8	5	8	17	19	19	18	27		
Access to Needed Courses Without Delay	6	15	1	8	10	29	24	19	1	

Note: Row totals may exceed 100% due to multiple responses.

3. "INFLUENTIALS" IN A STUDENT'S CHOICE OF COLLEGE

Question 3. In your opinion which people have the most influence on your son's/daughter's choice of a college? (Rank, 1st, 2nd, 3rd)

	FIRST	SECOND	THIRD
Father	26%	23%	13%
Mother	22%	29%	13%
Sibling	9%	4%	12%
Teacher	8%	7%	13%
Counselor	12%	15%	15%
Friend	6%	6%	20%
College Representative	11%	14%	11%
Other	6%	2%	3%
	100%	100%	100%

4. FAMILIARITY WITH UWWC

Very Familiar	17%
Familiar	21%
Somewhat Familiar	30%
Not Familiar	32%
n = 161	100%

5. VISITED UWWC?

Yes	57%
No	43%
n = 150	100%

Reason For Visit

* Attend concerts, plays, games etc. (31 responses)
* Spouse or self took courses (30 responses)
* Son/daughter attends UWWC (12 responses)
* Use of library (9 responses)

6. PRIMARY SOURCE OF INFORMATION ABOUT UWWC

* Newspaper(63 responses)
* UWWC mailings and literature (60 responses)
* Friends and alumni (51 responses)
* Son/daughter (37 responses)
* Word of mouth (15 responses)
* High School Counselor (13 responses)
* UWWC Representative (11 responses)
* On UWWC Board/Council (6 responses)

7. ADVANTAGES OF UWWC

Question 7. What advantages do you feel UWWC has to offer the academically-talented student?

* Small classes, specialized help (44 responses)
* Low cost (14 responses)
* Near homes (12 responses)
* Good professors (6 responses)
* Good basic first year education (5 responses)
* "Time to devote to studies while maintaining home contact" (2 responses)
* "Excellent chance to be involved in many activities."

8. ENCOURAGED TO CONSIDER UWWC

Question 8. Have you encouraged your son/daughter to consider UWWC? Why, or why not?

Yes

* Lower tuition and other costs (37 responses)
* Close to home (30 responses)
* Can keep part-time job when attending schoool (8 responses)
* Excellent staff (3 responses)
* Personalized atmosphere (3 responses)
* Good academic reputation (3 responses)
* "Faculty student ratio conducive to good learning opportunities"

No

* Son/daughter should move away from home and live on campus. Be more self sufficient and responsible (18 responses)
* Courses not offered in her major (15 responses)
* Should choose a college offering her major right from the beginning (12 responses)
* Looking for a four year program (10 responses)
* Son/daughter made up his/her own mind (8 responses)
* Son/daughter ready for the challenge of a University (4 responses)

9. COLLEGE LIKELY TO ATTEND AND RATING

Question 9. Please rate UWWC and the college your son/daughter will be attending or will likely attend, if other than UWWC, on each of the factors below.
1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion
List other college_____

College Likely to Attend

Out of State	17%
UW-Madison	13%
UW-Whitewater	13%
UWWC	7%
UW-Milwaukee	7%
Marquette	7%
UW-Oshkosh	6%
Others	30%
	100%

	UWWC	Other		UWWC	Other
Academic Quality	* 63%	* 96%	Availability of Financial Aid	* 35%	* 66%
Availability of Social Activities	33%	83%	Friends Attending	44%	33%
Tuition & Living Costs	87%	61%	Positive Attitude of Students & Alumni	54%	85%
Availability of Faculty Outside of Class	62%	70%	Small Class Size	76%	62%
Availability of Academic Advising & Career Counseling	59%	78%	Availability of Part-Time Work	56%	60%
Availability of a Particular Major or Academic Program	35%	92%	Teachers Personally Interested in Students	68%	67%
Special Programs for Top Academic Students	27%	71%	Access to Needed Courses Without Delay	49%	63%

* % Rating "Excellent" or "Good"

10. SON/DAUGHTER'S HIGH SCHOOL

Slinger	20%
Cedarbrug	17%
West Bend West	16%
Germantown	14%
West Bend East	11%
Port Washington	8%
Kewaskum	7%
Hartford	7%
n = 162	100%

PROFILE OF SON/DAUGHTER

Seniors	65%
Juniors	35%
n = 162	100%
Male	42%
Female	58%
n = 162	100%

APPENDIX D

STATISTICAL TABLES FOR THE SURVEY OF HIGH SCHOOL TEACHERS AND COUNSELORS

SURVEY OF HIGH SCHOOL TEACHERS AND COUNSELORS

1. PROFILE

Teachers	89%
Counselors	11%
n=131	100%

HIGH SCHOOL

Cedarburg	19%
Port Washington	18%
Kewaskum	16%
West Bend West	14%
Hartford	12%
West Bend East	11%
Germantown	10%
n=116	100%

2. IMPORTANCE OF FACTORS IN RECOMMENDING A COLLEGE

Question 2. How important is each factor to you when recommending a college to students?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

* 97% Academic Quality

Availability of Social Activities:

33% On Campus

11% Off Campus

64% Low Tuition & Living Costs

78% Availability of Faculty Outside of Class

81% Availability of Academic Advising & Career Counseling

96% Availability of a Particular Major or Academic Program

69% Special Programs for Top Academic Students

81% Availability of Financial Aid

5% Friends Attending

Distance From Home:

24% Near 16% Far

75% Positive Attitude of Students and Alumni

Size of Institution:

25% Large 38% Small

74% Small Class Size

34% Availability of Part-Time Work

87% Teachers Personally Interested in Students

86% Access to Needed Courses Without Delay

* Percentage who rated the factor as "Very Important" or "Important".

3. "INFLUENTIALS" IN A STUDENT'S CHOICE OF COLLEGE

Question 3. In your opinion, which people have the most influence on a student's choice of a college? (Rank 1st, 2nd, 3rd)

	First	Second	Third
Father	50%	15%	13%
Mother	11%	22%	2%
Sibling	3%	12%	11%
Teacher	6%	16%	24%
Counselor	11%	17%	24%
Friend	13%	15%	15%
College Representative	2%	2%	11%
Other	4%	1%	0%
	100%	100%	100%

4. STUDENT'S PRIMARY SOURCE OF INFORMATION ON COLLEGE SELECTION FACTORS

Question 4. Place an "X" in the column you feel best indicates students' primary source of information for each of the following factors.

	%Parent	%Counselor	%Teacher	%Friend	%Alumni	%College Literature	%College Represent.	%College Visit	%Newspaper	%Radio
Academic Quality	12	55	20	5	10	12	9	5	2	-
Availability of Social Activities	2	3	1	57	19	14	11	12	-	-
Low Tuition & Living Costs	5	35	-	4	2	46	22	-	-	-
Availability of Faculty Outside of Class	1	7	3	25	31	6	25	13	-	-
Availability of Academic Advising & Career Counseling	1	31	4	4	14	16	31	13	-	-
Availability of a Particular Major or Academic Program	3	45	7	2	3	47	18	4	-	-
Special Programs for Top Academic Students	1	35	-	2	2	36	36	4	-	-
Availability of Financial Aid	2	49	2	2	4	16	40	3	-	-
Positive Attitude of Students & Alumni	2	6	4	17	46	6	7	31	-	-
Availability of Part-Time Work	3	8	1	12	6	13	41	23	9	-
Teachers Personally Interested in Students	1	6	5	25	38	5	12	23	-	-
Access to Needed Courses Without Delay	1	18	-	15	18	11	40	13	-	-

NOTE: Row totals may exceed 100% due to multiple responses.

5. FAMILIARITY WITH UWWC

Question 5. How familiar are you with UW Center-Washington County (UWWC)?

Very Familiar_____ Familiar_____ Somewhat Familiar_____ Not Familiar_____

Very Familiar	16%
Familiar	25%
Somewhat Familiar	43%
NOT Familiar	16%
n=134	100%

6. VISITED UWWC

Question 6. Have you ever been on UWWC's campus? _____ If yes, explain.

Yes	70%
No	30%
n=133	100%

Reason for Visit

-Took a course or attended a seminar (39 responses)

-Attended concerts, plays and sports events (37 responses)

-Counselors' luncheons (5 responses)

7. PRIMARY SOURCE OF INFORMATION ABOUT UWWC

Question 7. What has been your primary source of information about UWWC?

-Former and current high school and UWWC students (50 responses)

-College Literature (16 responses)

-Teachers (16 responses)

8. ADVANTAGES UWWC HAS TO OFFER TO ACADEMICALLY TALENTED STUDENTS

Question 8. What advantages do you feel UWWC has to offer the academically-talented student?

-Quality, availability of faculty and their personal contact with students(34 responses)

-Small class sizes (31 responses)

-Lower Cost compared to 4 year colleges (9 responses)

-Close to home (12 responses)

-One on one challenge (5 responses)

-"Small class size helps teachers become aware of outstanding students and know them personally. The staff is high quality and can direct students appropriately."

"Special attention and possibly further enrichment beyond the classroom."

-"Quality education at an affordable cost."

-"Good place to get the feel of college."

9. ENCOURAGE ACADEMICALLY TALENTED STUDENT TO ATTEND UWWC

Question 9. Would you encourage an academically-talented student to attend UWWC? Why or why not?

Yes	49%
No	29%
No Response	22%
n=134	100%

Question 9 Continued

REASONS FOR ENCOURAGING STUDENTS TO ATTEND UWWC

-If student is worried about financial obligation and proximity to home is important (19 responses)

-"It is a good place to start. There is less competition in a small school. A student can gain some confidence here in achieving full potential."

-Chance to interact with faculty - (no T.A.s)."

-"Individual attention, students transferring from UWWC to other state schools are successful."

-"A good opportunity to explore different fields."

REASONS FOR NOT ENCOURAGING STUDENTS TO ATTEND UWWC

-A student may miss out on special programs in their field of study if they don't start at a 4 year college. (13 responses)

-Living on a college campus and partaking in the total campus life is very important. (5 responses)

-Specific courses unavailable. (7 respones)

-Students need to compete with others at the same level of expertise. (4 responses)

-Difficulty in transferring. (2 responses)

10. RATING UWWC ON COLLEGE SELECTION FACTORS

Question 10. Rate UWWC on each of the factors below.

1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion

* 75% Academic Quality	* 43% Availability of Financial Aid
24% Availability of Social Activities	44% Friends Attending
86% Tuition & Living Costs	63% Positive Attitude of Students and Alumni
64% Availability of Faculty Outside of Class	78% Small Class Size
55% Availability of Academic Advising & Career Counseling	48% Availability of Part-Time Work
31% Availability of a Particular Major or Academic Program	67% Teachers Personally Interested in Students
36% Special Programs for Top Academic Students	49% Access to Needed Courses Without Delay

* Percentage who rated "Excellent" or "Good"

11. CONTACT WITH UWWC FACULTY AND SATISFACTION

Question 11. Have you had the opportunity to deal with a faculty or staff member from UWWC? Yes_____ No_____

If yes, indicate your level of satisfaction with your interaction.
Very Satisfied _____ Satisfied _____ Not Satisfied _____

Yes 58% (n=77)

Very Satisfied = 68%
Satisfied 32%

12. RATING OF VARIOUS EDUCATION INSTITUTIONS

Question 12. Please rate each of the following institutions.

E - Excellent G-Good W-Weak N-No Opinion

	Number of Responses	Mean Rating
Alverno	72	1.8
Cardinal Stritch	99	1.6
Concordia	56	2.1
Lakeland	58	2.4
Marian	47	2.1
Mil. School of Engineering	100	1.4
Mount Mary	67	1.8
Nicolet	19	2.1
Saint Norbert	80	1.8
UW Eau Claire	96	1.8
UW La Crosse	104	1.8
UW Milwaukee	118	1.8
UW Parkside	68	2.0
UW River Falls	69	2.0

	Number of Resonses	Mean Rating
UW Stout	88	1.9
UW Whitewater	105	1.8
Viterbo	34	2.2
Beloit	47	1.9
Carroll	69	1.8
Edgewood	32	2.1
Lawrence	86	1.4
Marquette	105	1.3
Mount Senario	22	2.4
Ripon	69	1.8
Silver Lake	22	2.6
UW Green Bay	72	1.9
UW Madison	116	1.6
UW Oshkosh	104	1.9
UW Platteville	83	1.9
UW Stevens Point	99	1.8
UW Superior	57	2.0
UW Center Washington County	85	1.9
Wisconsin Lutheran	27	2.3

Rating Scale: Excellent-1, Good-2

APPENDIX E

STATISTICAL TABLES FOR THE SURVEY OF ACADEMICALLY SUPERIOR UWWC STUDENTS

SURVEY OF ACADEMICALLY SUPERIOR UWWC STUDENTS

1. PROFILE

Male	30%
Female	70%
n=90	100%

Traditional	63%
Non-Traditional	37%
	100%

GRADUATED HIGH SCHOOL

West Bend East	18%
Slinger	14%
West Bend West	12%
Kewaskum	10%
Hartford	8%
Germantown	6%
Cedarburg	3%
Port Washington	1%
Other	28%
n=90	100%

2. TRANSFERRING COLLEGE

Question 2. Please write below the name of the college to which you are planning to transfer:

College_____

College major_____

UW-Milwaukee	33%
UW-Madison	14%
UW-Oshkosh	14%
UW-Whitewater	13%
Cardinal Stritch	7%
Others	19%
n=88	100%

COLLEGE MAJOR

Business	30%
Education	21%
Letters & Sciences	13%
Allied Health	7%
Agriculture and Life Sciences	7%
Engineering	5%
Other	17%
n=90	100%

3. CREDITS EARNED AT UWWC

Question 3. How many credits have you earned at UWWC to Date?

Over 40 ___, 25-40___, 12-24___, Less than 12___

Over 40 credits	53%
25-40 credits	28%
12-24 credits	14%
Less than 12	5%
n=90	100%

4. SEMESTERS ATTENDED AT UWWC

Question 4. Including Spring semester 1988, for how many semesters have you attended UWWC?

1-2 semesters	32%
3-4 semesters	37%
5-6 semesters	17%
Over 6 semesters	14%
n=90	100%

5. AVERAGE G.P.A.

Traditional Students	3.3
Non-Traditional Students	3.6

6. PRIMARY SOURCE OF INFORMATION ABOUT UWWC WHEN COLLEGE CHOICE WAS MADE

Question 6. At the time you were in the process of choosing a college, what was your primary source of information about UWWC?

Visit to UWWC	19%
Friends at UWWC	15%
Counselor	12%
UWWC Literature	12%
Siblings	12%
Parents	10%
High School Friend	7%
UWWC Representative	1%
Teacher	1%
Other	11%
n=89	100%

7. IMPORTANCE OF FACTORS IN CHOOSING A COLLEGE

Question 7. At the time you chose to attend UWWC, how important were each of the following factors?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

* 84% Academic Quality	* 88% Close to Home
8% Availability of Social Activities	52% Positive Attitude of Students and Alumni
93% Low Tuition & Living Costs	63% Small Size of the Institution
74% Availability of Faculty Outside of Class	56% Availability of Part-Time Work
57% Availability of Academic Advising and Career Counseling	77% Teachers Personally Interested in Students
33% Availability of Financial Aid	81% Access to Needed Courses Without Delay
10% Friends Attending	

* Percentage of respondents rating the factor as "Very Important" or "Important"

8. SATISFACTION WITH EDUCATION AT UWWC

Question 8. How satisfied are you with the education you are receiving at UWWC?

Very Satisfied___, Satisfied___, Not Satisfied ___

Very Satisfied	71%
Satisfied	28%
Not Satisfied	1%
n=90	100%

9. (a) "LIKE THE MOST" AT UWWC

Question 9. Based on your experience at UWWC, what do you like the most?

-Personal attention from teachers (33 responses)

-Availability of faculty (17 responses)

-Small classes (17 responses)

-Friendly atmosphere (13 responses)

-Quality of teachers (13 responses)

-Low cost (11 responses)

-Close to home (11 responses)

-Academic quality (7 responses)

-Ability to get into classes (2 responses)

-Ability to work at present job and attend school (2 responses)

9. (b) LIKE THE LEAST" AT UWWC

Question 9. Based on your experience at UWWC, what do you like the least?

-Limited selection of courses (19 responses)

-High School atmosphere (13 responses)

-Lack of social activities (10 responses)

-Inability to transfer credits (4 responses)

-Financial aid (2 responses)

-Feeling of bonding between strangers on a 4 year campus

-Small size, want to meet more people

-Parking

-More quiet place to study

10. RECOMMEND UWWC TO OTHERS

Question 10. Based on your overall experience at UWWC, would you recommend UWWC to other students who are in the process of choosing a college?

Yes	99%
No	1%
n=87	100%

11. RATE UWWC ON COLLEGE SELECTION FACTORS

Question 11. Rate UWWC on each of the factors below.

1-Excellent 2-Good 3-Fair 4-Poor 5-No Opinion

* 97% Academic Quality	* 33% Friends Attending
28% Availability of Social Activities	65% Positive Attitude of Students & Alumni
90% Tuition & Living Costs	93% Small Class Size
93% Availability of Faculty Outside	62% Availability of Part-Time Work in the Area
63% Availability of Academic Advising & Career Counseling	87% Teachers Personally Interested in Students
40% Availability of Financial Aid	69% Access to Needed Courses Without Delay

* Percentage of respondents rating the factor as "Excellent" or "Good"

12. SUGGESTIONS TO MAKE UWWC MORE ATTRACTIVE TO ACADEMICALLY SUPERIOR STUDENTS

-Increase extracurricular activities with more flexible timings (11 responses)

-More choice of classes as electives (9 responses)

-Improve image, emphasize excellent quality of faculty and availability (10 responses)

-Have all credits transferable within UW system (5 responses)

-Make it a 4 year college (7 responses)

-More night courses for full-time worker (4 responses)

-Make potential students aware of scholarship opportunities

13. SIBLINGS ATTENDED UWWC

Yes	24%
No	76%
n=88	100%

14. FRIENDS ATTENDED UWWC

Yes	77%
No	23%
n=88	100%

15. EMPLOYMENT STATUS

Part Time	68%
Full Time	23%
Not Employed	9%
n=88	100%

APPENDIX F

STATISTICAL TABLES FOR THE SURVEY OF ACADEMICALLY SUPERIOR ALUMNI OF UWWC

SURVEY OF ACADEMICALLY SUPERIOR ALUMNI OF UWWC

1. PROFILE

Male	35%
Female	65%
n=159	100%

Traditional	75%
Non-Traditional	25%
	100%

HIGH SCHOOL

West Bend East	18%
West Bend West	18%
Slinger	12%
Kewaskum	8%
Germantown	8%
Hartford	7%
Cedarburg	3%
Port Washington	2%
Other	24%
n=159	100%

2. (a) COLLEGE TRANSFERRED TO

Question 2. Please write below the name of the college you attended or are attending currently.

College_____

College major_____

UW-Milwaukee	27%
UW-Madison	18%
UW-Whitewater	15%
UW-Oshkosh	10%
Other	30%
n=155	100%

(b) COLLEGE MAJOR

Business	32%
Letters and Sciences	23%
Education	12%
Engineering	10%
Allied Health	6%
Nursing	4%
Social Welfare	4%
Agriculture and Life Sciences	3%
Other	6%
n=146	100%

3. (a) SEMESTERS AT UWWC

Question 3. a) For how many semesters did you attend UWWC? _____

1-2 Semesters	17%
3-4 Semesters	67%
More than 4 Semesters	16%
n=159	100%

(b) CREDITS EARNED AT UWWC

Question 3. b) How many credits did you earn at UWWC in total?

Over 40 ___, 25-40___, 12-24___, Less than 12 ___.

Over 40 Credits	71%
25-40 Credits	24%
12-24 Credits	3%
Less than 12 Credits	2%
n=157	100%

4. CUMULATIVE GRADE POINT AVERAGE

Traditional Students	3.4
Non-Traditional Students	3.6

5. CURRENT EDUCATIONAL STATUS

Junior	19%
Senior	35%
Completed Bachelor Degree	36%
Graduate Student	3%
Completed Master Degree	1%
Professional Degree	1%
Other	5%
n=157	100%

6. PRIMARY SOURCE OF INFORMATION ABOUT UWWC WHEN COLLEGE CHOICE WAS MADE

Question 6. At the time you were in the process of choosing a college, what was your primary source of information about UWWC?

Visit to UWWC	26%
Siblings	15%
UWWC Literature	12%
Parents	11%
Counselors	11%
Friends at UWWC	11%
High School Friends	6%
UWWC Representative	3%
Other	5%
	100%

7. IMPORTANCE OF FACTORS IN CHOOSING A COLLEGE

Question 7. At the time you chose to attend UWWC, how important was each of the following factors?

1-Very Important 2-Important 3-Somewhat Important 4-Not Important

* 86% Academic Quality	* 18% Friends Attending
13% Availability of Social Activities	89% Close to Home
89% Availability of Faculty Outside of Class	44% Positive Attitude of Students and Alumni
68% Availability of Faculty Outside	45% Size of Institution
45% Availability of Academic Advising	65% Small Class Size
25% Availability of Financial Aid	50% Availability of Part-Time Work In the Area
77% Teachers Personally Interested in Students	79% Access to Needed Courses Without Delay

* Percentage of respondents rating "Very Important" or "Important"

8. SATISFACTION WITH EDUCATION AT UWWC

Question 8. How satisfied were you with the education you received at UWWC?

Very Satisfied____, Satisfied____, Not Satisfied____

Very Satisfied	73%
Satisfied	25%
Not Satisfied	2%
n=158	100%

9. "LIKE THE MOST" AT UWWC

Question 9. Based on your experience at UWWC, what did you like the most?

-Availability and cooperative attitude of professors and their qualifications (70 responses)

-Small class sizes (47 responses)

-Personal attention received from professors (40 responses)

-Students on first name basis, not a number or face in the crowd (18 responses)

-Close to home (19 responses)

-Easily accessible classes (6 responses)

-Ease of transition from high school to 4 year college --good intermediate step (4 responses)

-Easy to make friends (4 responses)

-Low tuition (3 responses)

-Caring attitude of the school for non-traditional students (2 responses)

"LIKE THE LEAST" AT UWWC

Question 9. Based on your experience at UWWC, what did you like the least?

-Lack of social activities-Commuter Campus (16 responses)

-Lack of wider selection of courses (14 responses)

-High school atmosphere (13 responses)

-Immaturity of some students (11 responses)

-Some credits did not transfer (9 responses)

-The fact that it is only a 2 year center and not a 4 year college (6 responses)

10. UWWC EDUCATIONAL EXPERIENCE

Question 10. Do you feel that your educational experience at UWWC prepared you well for coursework at a four-year institution?

Yes	82%
No	5%
Not Sure	13%
n=158	100%

Comments:

* Excellent preparation (29 responses)

  -"Without the solid foundation acquired through UWWC, I would not have done as well as I have."

  -"I am further along in my studies than friends that attended a 4 year college from the beginning."

  -"Because of the discipline taught to me at UWWC, I am able to be a superior student now at UW-Oshkosh. UWWC was the best decision I ever made."

  -"The courses were well designed and prepared me for an overall business education."

  -"Helped develop needed study skills."

* Personal attention of teachers helps solve problems and prepares students for more advanced work." (6 responses)

  -"Very prepared, professors sought excellence and taught quality."

  -"Professors help make students aware of individual ability, encourage students to achieve their potential."

11. RECOMMEND UWWC TO OTHERS

Question 11. Based on your overall experience at UWWC, would you recommend UWWC to other students who are in the process of choosing a college?

Yes	96%
No	4%
n-155	100%

12. RATE UWWC ON COLLEGE SELECTION FACTORS

Question 12. Looking back on your experience at UWWC, how would you rate UWWC on each of the factors below?

1-Excellent 2-Good 3-Fair 4-Poor 5-No opinion

94%	Academic Quality	55%	Friends Attending
37%	Availability of Social Activities	67%	Positive Attitude of Students & Alumni
93%	Tuition & Living Costs	94%	Small Class Size
95%	Availability of Faculty Outside of Class	65%	Availability of Part-Time Work in the Area
53%	Availability of Academic & Career Counseling	94%	Teachers Personally Interested in Students
35%	Availability of Financial Aid	78%	Access to Needed Courses Without Delay

13. SUGGESTIONS TO MAKE UWWC MORE ATTRACTIVE TO ACADEMICALLY SUPERIOR STUDENTS

Question 13. What do you suggest to make UWWC more attractive to academically superior students like yourself?

* Promote high quality teachers and individual help (19 responses)
  -"The school is virtually unknown outside of certain circles and certain areas." "Talk it up."

* Offer more merit based scholarships (9 responses)

* Offer honors type seminars, informal student/professor discussions (7 responses)

* Better transfer and counseling information (7 responses)

* More variety of classes (11 responses)

* More advanced courses (5 responses)

* Make it a 4 year school (7 responses)

* Since serious students will probably go on to a 4 year college, make certain the transfer is smooth with no loss of credits. (6 responses)

* Stress the value of taking care of prerequisites like calculus and chemistry in an environment where access to help is easy, rather than waiting and having lectures lectures of 800 or more. (2 responses)

* Testing out of classes at other schools

14. TRANSFERRED BEFORE COMPLETING 60 CREDITS

Question 14. Did you transfer to a four-year institution before completing 60 credits at UWWC?

Yes 36% No 64%

Reason

Question 14. b) If "yes": What are the most important reasons for not completing your sophomore year at UWWC?

* Classes in major area not offered (23 responses)

* Wanted to move away from home and meet new people before it was too late (11 responses)

* Moved (2 responses)

15. SIBLINGS ATTENDED UWWC

Yes	43%
No	57%
n=156	100%

16. FRIENDS ATTENDED UWWC

Yes	83%
No	17%
n=154	100%

17. EMPLOYMENT STATUS

Full Time	26%
Part Time	56%
Not Employed	18%
n=155	100%

APPENDIX G

CONDITIONAL PROBABILITY OF HIGH SCHOOL HONOR STUDENTS

ACTIVELY CONSIDERING UWWC GIVEN SPECIFIC BACKGROUNDS

CONDITIONAL PROBABILITY OF HIGH SCHOOL HONOR STUDENTS

ACTIVELY CONSIDERING UWWC GIVEN SPECIFIC BACKGROUND

PART A

Among Honor Students at	Percent Who Actively Considered UWWC For College Choice
Kewaskum	53%
Hartford	41%
Slinger	39%
West Bend West	37%
Germantown	19%
West Bend East	16%
Port Washington	10%
Cedarburg	9%
Total Sample	28%

χ^2 = 22.3, d.f. = 8, Probability of Significance = .00

PART B

Among Honor Students Who Decided in the	Percent Who Actively Considered UWWC For College Choice
12th grade	24%
11th grade or earlier	45%
Total Sample	28%

χ^2 = 10.8, d.f. = 4, Probability of Significance = .03

APPENDIX G (Continued)

PART C

Among Honor Students Whose Parents Were	Percent Who Actively Considered UWWC For College Choice
High School Graduates	46%
Technical School Graduates	31%
Had Some College	25%
College Graduates	14%
Had Masters Degree or Higher	11%
Total Sample	28%

$\chi^2 = 21.7$, d.f. = 5, Probability of Significance = .00

APPENDIX H

Feeder Schools

Cedarburg High School

Hartford Union High School

Kewaskum High School

Port Washington High School

Slinger High School

Washington High School

West Bend East

West Bend West

ERIC Clearinghouse for
Junior Colleges AUG 0 2 1990